



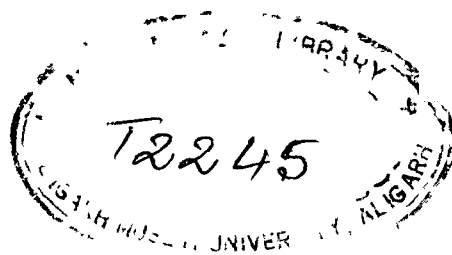
**PERSONALITY CORRELATES OF SOCIOMETRIC STATUS  
IN DIFFERENT INTERPERSONAL SITUATIONS  
A study of subcultural Group Differences**

THESIS SUBMITTED FOR THE AWARD OF THE DEGREE OF  
**Doctor of Philosophy**  
IN  
**Psychology**

By  
**ABDUL GHANI WANI 'Madhosh'**

Under the Supervision of  
**Dr. QAMAR HASAN**  
Reader

DEPARTMENT OF PSYCHOLOGY  
ALIGARH MUSLIM UNIVERSITY  
ALIGARH  
1982



**T2245**

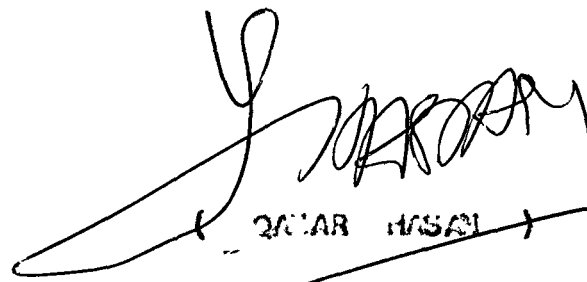
AR HASAN  
M.A., Ph.D., D.G.P.



DEPARTMENT OF PSYCHOLOGY  
ALIGARH MUSLIM UNIVERSITY  
ALIGARH-202 001, INDIA

18. 3. 1932

This is to certify that Mr. Abdul Chani  
Wani has worked for his Doctoral dissertation  
entitled " Personality Correlates of Sociometric  
Status- A study of subcultural group differences"  
under my supervision, and that the thesis is, in  
my opinion, suitable for submission for the award  
of the Ph. D. degree in Psychology.

  
( AR HASAN )

## ACKNOWLEDGEMENT

It is my privilege to record gratefully the enormous debt of thanks, I owe to Dr. Qamar Hassan, Reader Department of Psychology, for his criticisms, corrections and valuable suggestions he made while going through the manuscript.

I am obliged to Professor A.Jamil Iadri, Head Department of Psychology, for being a source of inspiration to me.

I am thankful to Dr. Shib Kumar Mitra, the Director, N.C.E.T.T., New Delhi, for allowing me to use the N.I.R. Library for more than six months.

My thanks are due to Mr. Mohd. Shafi, Ex-Deputy Director of School Education, Kashmir; Mr. R.C. Sharma, Tehsil Education Officer Leh, Ladakh and Mr. Gdhorshan, the tehsil Education Officer, Jammu for allowing and facilitating my research in the three regions of Kashmir, Ladakh and Jammu.

To my student respondents, I am greatly indebted, without whose cooperation this project could not <sup>be</sup> materialized.

I am grateful to Kashmir University for the grant of leave and sanction of some financial assistance whenever required.

I thank Mr. Murtaza H. Siddiqi of A.M. U., Aligarh for his impeccable typing of my manuscript.

MARCH, 1992

ABDUL GHANI MANI

# CONTENTS

## Acknowledgement

CHAPTER-I.	<u>INTRODUCTION</u> .....	1 - 16
	Recent trends	5 - 7
	Present study	8 - 11
	Scope	11 - 15
	Objectives	15 - 16
CHAPTER-II.	<u>A REVIEW OF RELATED LITERATURE</u> ...	17- 38
	Early Approach	19- 23
	Leter Approach	23- 30
	Demographic Model	23- 21
	Familial Structure	27-2 8
	Normative Influences	28- 30
	Social Skills and physical Attractiveness	30- 38
CHAPTER-III.	<u>PLAN AND PROCEDURE</u> ...	39 - 53
	Sample	40 - 41
	Sociometric test	41 - 43
	16 PF	44 - 47
	Social Desirability Estimates	48 - 50
	Reliability of SDE	51
	Statistical Design	52 - 53

CHAPTER-IV.	<u>RESULTS</u>	....	54 - 111
	Choice Matrix		54
	Intragroup comparisons(Kashmir)		57-62
	Intragroup comparisons(Jammu)		63-71
	Intercultural comparisons		72-110
	Social desirability Estimates Analysis		111
CHAPTER- V.	<u>DISCUSSION</u>	..	112 - 120
CHAPTER- VI.	SUMMARY	..	124 - 130

BIBLIOGRAPHY  
SUPPLEMENTARY BIBLIOGRAPHY  
ANNOTATED BIBLIOGRAPHY

MONOGRAPHS

APPENDICES

- A. Sociometric Questionnaire
- B. Social Desirability Estimates Questionnaire
- C. List of Schools
- D. Social Desirability Data
- E. 16PF Questionnaire

ILLUSTRATIONS

- Figure-I: Profile comparison of  
Jammu Sociometric  
Categories
- Figure-II: Profile comparison of  
Kashmiri Sociometric categories
- Figure-III. Profile Comparison of  
Ladakhi Sociometric categories
- Figure-IV. Intercultural profile comparisons  
(Popular's group )
- Figure-V. Intercultural profile comparison  
( Neglectee's group )
- Figure-VI: Intercultural profile comparison  
( Isolates group ).

LIST OF TABLES

Table-	1.	Choice Matrix
	2.	Personality profiles of sociometrically identified groups
	3.	Configurational Analysis (Kashmir Region)
4-4.2.		Factor-to-Factor Comparison ( " )
	5.	Configurational Analysis ( Jammu Region )
6-6.2		Factor-To-Factor Comparison ( " )
	7.	Configurational Analysis (Ladakh Region )
8-8.2		Factor-To-Factor Comparison ( " )
	9.	Intercultural Configurational Analysis(Jammu and Kashmir )
10-10.8		Intercultural Factor-To-Factor Comparison
	11.	Intercultural Configurational Analysis (Jammu & Ladakh )
12-12.8		Intercultural Factor-To-Factor Comparison ( " )
	13.	Intercultural Configurational Analysis(Ladakh and Kashmir )
14-14.8		Intercultural Factor-To-Factor Comparison ( " )
	15.	Correlation Matrix



## INTRODUCTION

## I N T R O D U C T I O N

Man lives in a microcosm and not in cosmos. He is a member of many different social groups. As a matter of fact these groups are vitally significant to his individual welfare. All such groups have been classified as psychological and social-organizational. Psychologically people make groups because of mutual interdependence, common ideology or similar attitudinal orientations. Some instances of psychologically formed groups are those of families, friendship circles, education<sup>al</sup>, religious, neighbourhood and recreational groups. The same groups may become social-organizational when they get functionally related to each other. Works have been reported on primary and secondary groups. In a primary group members possess warm, intimate and personal ties with one another. Such groups are generally small and of face to face type. Their inter-personal behaviour is spontaneous and <sup>they</sup> are devoted to their mutual ends.

It is not to be supposed that the unity of the primary group is one of mere harmony and love, it is always a differentiated and usually a competitive unity, admitting of self assertion and various passions which may be tinged with sympathy. A member of primary group may be ambitious but the chief object of his ambition is likely to be some desired place in the matrix of interpersonal relations.

On the other hand the secondary groups are mostly formal. The relations among the members have been characterized as "Cool" and "Contractual"<sup>(P.1)</sup>. It is not necessary for the member to participate in such groups as whole personalities; they relate themselves with the groups through functions or some special capacities. Social organizations serve the best examples of such groups.

As he grows, man, is more and more influenced by others, if the growing individual is in any way not efficient in entering into the relationship with others, he will find himself in a neutral position in the group, where he is neither able to act upon nor to be contacted by the other members of the group. The individual also learns to respond selectively to the group members. He may learn to approach only those who will respond to him and avoid those whom he feels he can not interest or who may repel him.

The initial efforts to study the interpersonal relationship, expressed through choices and mutual attractions were made by Jacob L. Moreno (1923) & Helen Hall Jennings (1944). Moreno devised the sociometric test and Jennings adapted it to study interpersonal attractions in a classroom situation. It was Moreno's genius to devise criterion for uncovering the interpersonal choices of the children for one another. This was certainly a method of measuring group structure which is yet not surpassed by any method in its usefulness for the study of interpersonal choices.

Sociometry as an important technique of understanding the interpersonal attractions was presented by Moreno (1953) in his most stimulating book called "who shall survive". He called this book, "the foundation stone of the sociometric movement".<sup>2</sup> This book appeared in 1934 but the conceptual origin of sociometry had an early history. It was in 1923 when his publication "DAS GEHEIMTHEATER" was made public. The book contained the seeds for sociometric thinking. In a way his thinking was reaction to Marxism and psychoanalysis, both of which were opposite to each other but had one thing in common, "They both rejected religion, they both disavowed the idea of a community which is based on spontaneous love, unselfishness and an positive goodness and naive cooperativeness",<sup>3</sup> while ascertaining the role of sociometry he remarked:

"I want to do through sociometry what religion without science had failed to accomplish in the past and what science without religion has failed to accomplish in Soviet Russia"(p4)

How far Moreno succeeded in his claims <sup>is</sup> was only a matter of apprehension. His positive regard for religion and love could be a philosophy underlying his techniques, but he confesses that:

"It is curious..... that it is these techniques which made sociometry famous and which have been universally accepted. Whereas it's underlying philosophy of life has been relegated to the dark corners of library shelves or entirely pushed aside"(p5)

In 1912 Moreno had developed two hypotheses, which later on, became genesis of sociometry. These were:

1. The spatial proximity hypothesis
2. The temporal proximity hypothesis

According to the first, the nearer two individuals are to each other in space, the more do they owe to each other their immediate attention and acceptance. First love by the nearest is meant, 'the one whom you live next to, whom you meet first in the street, whom you find working next to you or who is introduced to you first'.<sup>(p.6)</sup>

The sequence of proximity in space establishes a precise order of social bonds and acceptance. The second hypothesis postulates:

"The sequence of proximity in time establishes a precise order of social attention and veneration according to a temporal imperative, the here and now demands help first, the next in time to the here and now backward and forward requires help next."<sup>(p.7)</sup>

The basic theoretical frame developed and guided by the practical insights from the fields was finally reported in 1934 with much enthusiasm around. Florian Maniecki(1937) has remarked:

- "The issues raised by new field (sociometry) were old sociological problems but that sociometry merits the credit for enabling the behavioral scientists to study 'phenomona' which for thousands of years have attracted the social scientists and were rather evaluated than investigated".<sup>(p.8)</sup>

The greatest contribution of Moreno is that he could develop the technique which made it possible to investigate the issues which were, merely, evaluated previously.

Sociometry is defined as a technique for

"Revealing and evaluating the social structure of a group through the measurement of the frequency of acceptance or non acceptance among the individuals who constitute the group. It is an approach to the problem of studying interpersonal relations. This technique permits the analysis of each person's position and status within the group, with respect to a particular criterion" (Moreno 1934).

The basic sociometric techniques were generated between 1918 and 1923. By 1932 the American public was made aware of the concepts and research tools. The National Committee on prisons and prison labour published Moreno's "Application of group Method to classification, group therapy, interaction diagrams and sociograms.

In order to demonstrate the psychological organization of a community, sociograms were used during the 37th Annual Session of the American Association on Mental Deficiency(1933).

#### RECENT TRENDS:

In its recent past, sociometry has been brought to the point of theorizing about small groups. The researchers are realizing the fact that the interest in small groups has two major functions: (i) that there are miniature societies, where social phenomena can be accurately restructured; and

(ii) small groups are not mere minatures of larger social fabrics rather they are themselves configurations which really exist in societies and the matter most (Lankford,1974).

Subsequently, the sociometric techniques were devoted to the understanding and analysis of relationships. The question like: what variables are, or are not, related to homogeneity of sociometric choice? This would simply mean whether people of similar intelligence, sex, race, residence and socioeconomic status form the specific sociometric patterns.

Besides primary theoretical considerations, numerous methods of interpretation and analysis have been recently added to the field of sociometry. By now we have a wide range of techniques right from Relational Analysis of Moreno (1942) to Multi-item measures of attraction (Kipnes, 1957) and multidimensional scaling techniques (Peay, 1974).

Investigators like Mucorps (1949) Landberg (1952), Devitz (1955), Newcomb (1963), Leik and Pegaswa (1970) have made use of these techniques for the purpose of relational analysis.

Scaling devices in sociometry are also of a recent origin. In an attempt to develop a sociometric index that would measure effectiveness of participation for group activity, Jezinsky, Jiegal, and Vanata (1952) are reported to have used an approximation of the Thurston Method of equal intervals.

The graphic methods introduced by Moreno (1942) have also been improved upon. Attempts to standardize them have been made by Northway (1944) with her "Target-Sociogram", Morgatta (1957) and Sivits (1961) who recommended the application of direct factor-analysis to the matrix of sociometric choices.

Statistical methods have also been used in the field of sociometry. Bronfenbrenner (1944) developed the idea of a chance model for the analysis of sociometric data. The model got currency after some modifications by Criswell (1947). Another significant statistical approach was introduced by Forsyth and Katz (1946). This was called the Matrix Approach in which the sociometric data is analyzed through the methods of manipulating N N table summarizing sociometric responses.

An attempt with factor analysis is also not very rare to the understanding of sociometric data. In 1948, Cervinka suggested the use of factor analysis and this suggestion was put to use by Bock and Husain (1950) and Carried further by MacLay, French and Micheal (1966). Recently Doyle (1969) has devised an approach to the detection of cliques which is generally called the Algebraic Model to clique understanding. The model represents a new direction in the analysis of clique structure. The greatest advantage of the model is that it is based on powerful theore<sup>e</sup>ms about sets and relationships. However, this approach is yet in making.



THE PRESENT STUDY:

Sociometry, personality and culture

Since its inception in 1934, sociometry has been successfully revealing the group structures ( Evens, 1962 ). An interesting era in the field, however, began when several important variables were related to the sociometric data. The purpose was to understand, as to why some people are more socially accepted while others are rejected. Obviously popularity could not be attributed to any single factor and studies brought out a number of factors to<sup>be</sup> related with social acceptability: physical attraction ( Cooper, 1944; Lee, 1943; Walster, 1974; Miller, 1973; Mudox, 1981), Intelligence (Heber, 1956; Wrighter, 1948; Beazley, 1948; Mannrino 1976), Age (Heber 1956; Cohen 1977), socio-economic status (Lundberg, 1937; Tagiuri, 1952; Barnett and Zuker, 1977; Burzynski, 1980) etc. were time and again found to be related with sociometric popularity and isolation.

Understandably, personality traits are the most frequently studied correlates of sociometric choices. A number of investigators reported that sociometric popularity is conditioned by personality factors ( Seagoe, 1933; Flemming, 1935; Urdon, 1954; Lendskold, 1973). Nevertheless, little attention has been paid to the question whether the same set

of traits is required to attain popularity in different cultures. It is, therefore, worthwhile to study whether populars as identified in different cultural groups share a set of common traits.

The rationale for expecting cultural variation in the personality traits of the sociometric populars, Neglectees or Isolates can readily be derived from the theoretical formulations and the empirical findings of anthropologists and social psychologists interested in the study of role of culture in the formation of personality. A number of terms have been used to denote cultural specificity of personality characteristics. We have such terms as Basic personality (Kardiner and Linton, 1936), Modal personality (Du Bois, 1944), and National character (Bell, 1968). All these terms share much in meaning, nevertheless, at the same time they are expressions of theoretical orientations and are associated with certain criteria employed for classification of people.

As we are not mainly interested in issues arising from different approaches to the study of culture and personality, it will be out of place to review the studies on the culture as related to personality formation. The rationale of expected cultural variations in the personality of sociometrically identified categories as nominated by their peers sharing same culture, can be brought out by citing the definition of 'Basic personality' as well as the postulates underlying this concept.

According to Kardiner and Linton, The basic personality type for any society is that personality configuration which is shared by the bulk of the society's members as a result of the early experiences which they have in common (p10 ). The postulates on the basis of which the definition of basic personality is formulated are:

1. That the individual's early experiences exert a lasting effect upon his personality.
2. That similar experiences will tend to produce similar personality configurations in the individuals who are subjected to them.
3. That the techniques which the members of any society <sup>use</sup> in the care and rearing of children are culturally patterned and will tend to be similar.
4. That the culturally patterned techniques for the care and rearing of children differ from one society to another.

Reviewing the work on sociometric choices one wonders that while similarity of race (wold and Simon 1975), and social class (Dahlke 1953, Langworthy 1959) are considered as determinants of sociometric choice, and attempts have also been made to discern personality patterns associated with different sociometric categories, the significance of cultural variation has been ignored altogether. The realization of cultural differences

in the positive-negative evaluation of features of personality and their behavioral expressions led us to undertake the present study. It is also to be mentioned that since Edwards (1957) pointed out that endorsement of items of a personality inventory is highly correlated with their social desirability scale values, it has been controversial whether endorsement of items of a scale is an expression of the trait which the scale purports to measure or it is a reflection of the tendency to describe oneself in desirable terms. One of the possible reasons of subcultural variations in the personality characteristics of the populars may be that they have better understanding of the norms and socially desirable ideas, attitudes and patterns of behavior. They may, therefore, endorse socially desirable statements even when the content of the statements does not generally reflect their <sup>can</sup> subterranean personality trait. Further on the basis of a lot of empirical evidence regarding the role of similarity in interpersonal choices, it is reasonable to deduce that the individual is likely to be attracted by those who are the embodiment of such socially desirable traits, as the individual may or may not have imbibed in himself presently, but <sup>which</sup> are the salient features of his ideal self-image which he will like to realize.

#### THE SCOPE OF THE PRESENT STUDY:

Three sub cultures viz., Jammu, Kashmiri and Ladakhi within the broader Indian social system are taken for the present investigation. All the three systems though politically

and geographically bound together, are culturally different ( Hassam, 1959 ). When we talk of geographical affinity we mean their nearness to each other, otherwise the factors such as climate, water and mineral resources, soil and forestry etc. are more different than even cultural differences ( Drew, 1962 ). In view of the problem of present study it seems necessary to have a look on their cultural diversity within a politico-geographical affinity.

Kashmir valley, "the terrestrial paradise of India", is at a height of 6000 feet above the sea, with its length and breadth as 64 and 25 miles respectively, it is enveloped by the stupendous mountains on all sides. In latitude a close correspondence is found between Kashmir and the places like Peshawar, Bagdad and Damascus ( Asia ), Fez, Morocco (Africa) and South Carolina (America) ( Drew, 1962 ) but the elevation the valley is situated at, has granted it more temperate climate than what these countries individually enjoy. About the people of Kashmir Fredric Drew (1971) has observed:

" The Kashmiri people are doubtless physically the finest of all races that inhabit the territories we are dealing with, and I have not much hesitation in saying that in size and in feature they are the finest race on the whole continent of India. Their physique, their character and their language are so marked to produce a nationality different from all around, as distinct from their neighbours as their country is geographically separated. "P11)

As for racial background Kashmiris are pure Aryan stock (Campbell, 1866, Bomzei, 1960, Cunningham 1970, Sharma 1972). In their facial expression and other physical features they are largely different from Ladakhis or Jammuaites (Cunningham, 1970). Added to these differences are variations in Customs, social mores and other collective practices which put Kashmiris absolutely on different cultural planes as compared with either Jammu or Ladakh.

Jammu on the other hand, is only a tract surrounded by hills extended to the plains of Punjab, with a climate similar to the plains in India. The most inhabited areas of the tract of which the attitude may vary between 1200 to 2000 feet, experience severe heat in May and June. Due to intense heat the rocky surface of the ground causes hot winds to blow.

The Jammu people called 'Dogres' are a mixed race (Crew:1971). "They are generally slim with higher shoulders and legs well formed but curiously bowed"<sup>(p.12)</sup>. They are active but not muscularly great. They have a light brown complexion. Their customs, dress, values and language are altogether different from Kashmiris and nearly akin to Punjabis (Bomzei, 1962).

With a strikingly singular climate in the world, Ladakh is highly elevated territory. People living here are placed at a height of 12000 to 16000 feet above the sea level; because of this Ladakh was called 'the roof of the world' (Cunningham

1972). It is mostly a desert; a land with almost no forests and pastures. It is inhabited by a peculiar race of people called Mongoloid (Cunningham, 1972). Ladakhis are known as Bötas. Their face is broad, flat and square, with high cheek bones, large mouth and narrow forehead. The nose is broad and flat and generally much turned up with wide nostrils having little or no bridge. Their customs and other social celebrations are mostly peculiar and quite unknown to either Kashmiris or Jammuaites. Other major differences are those of occupations, religious practices, type and manner of dressing, child rearing practices etc.

Politically, Kashmir has always remained the center of attraction to foreign rulers. The Afghans, The Mughals, the Sikhs and the British have subordinated Kashmir for a pretty long time. During the fifteenth century Ladakh and Jammu were important territories of Kashmir. But during Gulab Singh's rule Jammu assumed a central position (Jamzai, 1960). During that regime Zorawar Singh the ablest lieutenant of Gulab Singh invaded and annexed Ladakh completely to Jammu and Kashmir. The major political closeness between these three territories was, however, brought about by the famous Amritsar treaty (1846) when the British handed over all the hilly areas of northern India including Jammu and Kashmir, <sup>to</sup> the Sikh rulers against a cash price of Rs. 75 lakhs (Prem Nath Bazaz, 1956).

The statehood thus gained, could not be disturbed even by the Quit Kashmir Movement (1931) initiated by Sheikh Mohammad Abdullah (Bazaz, 1956). After the total eradication of the family rule and autocracy in Kashmir, the three regions came more closer than ever. Jammu became the winter capital and Srinagar (Kashmir) the summer capital of the state.

The above survey of geographical, social, cultural and political life situations of the three sub-cultural groups leads us to expect that if there are cultural variations in personality traits of the individual having different levels of popularity among the members of their own culture, they should emerge in the study of sub-cultural differences in the personality correlates of sociometric status of the subjects drawn from Jammu, Kashmir and Ladakh. Thus the objectives of the present study were:

1. To study the differences in the personality traits of the subjects identified in different sociometric classes in the sub-cultures of Jammu, Kashmir and Ladakh.
2. To make within-culture comparisons of the personality profiles of the sociometrically identified groups. This comparison will not only be in terms of configuration of mean



scores on different traits, but also <sup>in</sup> terms of means of different sociometric categories.

3. To study the differences in the personality traits of the subjects in different sociometric classes from among the subcultures of Jammu, Kashmir and Ladakh. Here again not only the profile of one group will be compared with the profile of other groups, but factor to factor comparisons will also be made.
4. To determine the relationship between social desirability of the personality traits found to be associated with different socio-metric categories.

CHAPTER - II

REVIEW OF LITERATURE

## REVIEW OF LITERATURE

### A. background-techniques:

The basic sociometric techniques were generated between 1918 and 1923. The theoretical assumptions regarding such devices are that people of similar intelligence (Heber, 1956), sex (Taylor, 1952), race (Butler, 1976), personality (Bonney, 1943), language (Rosenthal, 1957) and socioeconomic status (Lippitt, 1943) form the specific sociometric patterns (Thorpe 1955). Besides primary theoretical considerations numerous methods of interpretation and analysis that are recently added to the field of sociometry, have been used for the relational analysis by investigators like, Moutrops (1949), Lundborg (1952), Jevitz (1959) and others.

Scaling devices in sociometry are of recent origin: In an attempt to develop a socio-metric index that would measure effectiveness of participation in group activity, Pejinsky (1949), Shoops (1946), and Vanata (1952) have used an approximation of the Thurstone Method of Equal Intervals. The graphic methods introduced by Moreno (1934) have been improved upon by Northway (1940) in the form of target-sociogram and by Borgatta & Evitts (1961) who recommended the application of factor analysis to a matrix of sociometric choices. Besides factor analysis some other statistical methods were also proposed for the

analysis of sociometric data, which have been continuously used in recent researches. Bronfenbrenner (1945) developed the idea of a 'chance-model' which was modified by Criswell (1947). Another significant statistical approach was presented by Forsyth, and Katz (1946). This was called the Matrix Approach to sociometric data.

A review of literature on the sociometric techniques reveals one significant point, that is, none of the sophisticated matrix approaches is inherently preferable over others and that selection of the appropriate technique should be guided by such considerations as the problems of study and population to be sampled. In support of this point Hellinan, (1976), Cohen (1977) studies can be referred. They have demonstrated that while the use of some complicated techniques is gainful for some kind of data, for the other set of data it adds nothing to outcome of analysis obtained through simpler techniques.

### 3. Correlates of Sociometric Acceptability:

During a period of fifty years, researchers have spent a good deal of time in an effort to identify various variables to be related with sociometric acceptability.

For the purpose of reviewing we choose to divide the reviewing in two sections, i.e. early and later approaches.

The distinguishing feature of the distinction is that where as <sup>the</sup> earlier approach is ~~that~~ it was mainly concerned with

the relationship of

universally known variables as age, intelligence, social class, personality etc. with peer acceptance, <sup>the</sup> later approach, on the other hand, emphasizes some important theoretical models to explain the sociometric popularity.

#### Studies Related to the Early Approach:

Hills (1952) wanted to study personality characteristics of the most-popular and least popular college students. In the samples of 21 most popular and 21 least popular students, the MMPI, Rorschach and TAT were administered. The results indicated that the two groups were significantly different in their personality patterns. The MMPI results showed that the most popular students were: a) less deviant or eccentric in responding (F), (b) more defensive (K), (c) less psychopathic (Pd), d) less psychasthenic (PT), e) less schizophrenic (SC), f) less manic (Ma). The Rorschach interpretation showed that popular students had matured form level and the unpopular had significantly poorer form level. In the TAT, the popular students presented themes using the more tender emotion of congeniality, tranquility, offering aid to the parent and showing contentment with a partner of opposite sex, when hostility was aroused they tended to give it a direct expression. (p. 70)

Pennam Solomon (1952) administered six personality variable inventory on a group of sociometrically divided subjects. The personality scale was placed in alpha and beta categories. Alpha category represented the variables such as, generous-stingy, affectionate-cold, enthusiastic-apatetic, and beta category included such traits as, submission-domination, shy-bold, stubborn-yielding. The results revealed that the sociometric status was related to the ratings on the alpha scales but not on the beta scales. Those high on social status were rated as generous, enthusiastic and affectionate. The subjects low <sup>in socio-economic status</sup> <sub>or</sub> <sup>the</sup> rejected ones were rated as submissive, shy and yielding.

Borg and tupes (1958) investigated the relationship between personality characteristics and leadership performance in different task situations. Subjects whose sociometric status was predetermined were asked to perform different tasks. A group of judges was employed to rate personality traits of the subjects on the basis of their observations while the subjects were doing the task. The results showed that the sociometric leaders were rated high on assertiveness, orderliness, extraversion and social maturity. On the contrary, <sup>those</sup> low in sociometric status were rated high on neuroticism, social immaturity and lack of energy. In a recent study Kirchhoff (1974) demonstrated

that sociometric populars with positive-other concepts were more forthright self-disciplined, sensitive, conforming, conscientious and spontaneous than those low on sociometric test and with negative other-concepts.

Another variable most frequently related to sociometric status is intelligence. Heber (1956), pointed out a methodological short-coming of the studies in which relationship between intelligence and sociometric status had been explored. He argued that if two variables are not linearly related, the procedure followed by investigators reporting low positive relationship could not yield results other than what they found. The possible curvilinear relationship between two variables could be explored if three groups—namely, that of high-intelligent subjects, the groups of subjects with average intelligence and the group comprising low intelligent subjects—are compared with respect to their sociometric status. He, himself, reported a study in which the groups representing three levels of intelligence were compared in terms of their sociometric status. It was found that children of high intelligence were markedly higher in sociometric status, than the children of low intelligence. Children of average intelligence were, again, found to be higher in sociometric status than children of

low intelligence. However, not-much difference was observed in the case of children in high and average intelligence groups. This finding is in agreement with what was earlier reported by Grossman and Wright(1948). Socioeconomic status is another variable which has been related to sociometric status of children. Early studies by Sower (1948), Becker and Loomis (1948), Campbell, (1964), St.John (1970) and St. John and Lewis (1975) have shown that the children coming from higher socio-economic status and background have developed more positive other-concepts than those belonging to a lower socio-economic background. The studies conducted by Zucker and Barnett, (1977) and Burzynski, (1980), are representative of the approaches which envisage that relationship between sociometric status and variables like sex and socioeconomic status, far from being simple and direct, is moderated by a large number of environmental and experiential factors. Burzynski who carried out a cross-national study of sex differences in others-concept found that these differences in others-concept were significant for the samples drawn from Northern Ireland but not for the samples drawn from Republic of Ireland. Zucker and Barnett's (1977) study demonstrated that the difference in others-concept of black and white children depends on the size of the city



in which they live. Black children living in a moderate-size-city in mid western U.S.A. do not differ with the white children from a low socio-economic background with respect to others-concept.

#### Studies Related to later Approach:

Later researches toward understanding and explaining the causes of popularity have been carried out within the frame work of three different theoretical models: 1) the model in which such demographic variables as race, social class etc. have been emphasized, 2) the models in which the structural characteristics of family are considered more important, and, 3) the models which emphasize normative influences from the significant-others like parents, teachers and peers.

#### Demographic Variables: Race:

Researches have been reported in which relationship between sociometric choice and observed acceptance of children belonging to different racial groups has been explored. Gottman (1977) found that while there was no relationship between sociometric choice and observed acceptance in a group of 3-5 year olds, the relationship between sociometric rejection and negative

interaction was moderately positive (  $r=.30$ ). Porter (1971) using a projective measure of sociometric acceptance found that, except for one group of white children rejecting Blacks in sociometric choice, white 9-year-olds selected Blacks most frequently as playmates.

Interracial acceptance is also found to be dependent on experiences related to variation in age and period for which the children from different racial groups were together. With increasing age individual is exposed to prejudices and stereotypes shared among his racial group and he develops along the dimension of centering- decentering. The dimensions of centoring- decentering refer to the individual's ability to differentiate among the individuals. The consequence of development along the dimension of centring-decentring was reported by Davidson (1976). She found smaller frequencies of negative ethnic comments in 10-13<sup>year</sup> old children than in 7-year olds. However, it is to be mentioned that positive racial contact has definite impact on the cognitive process of over-generalizations towards racial groups or stereotyping. Lickona, (1974), observed<sup>that which</sup> "co-consciousness and mutual role-taking, typically well developed by the age of 10-11, attraction-in-relationship should be significantly more

dependent upon shared attitudes than it would be before the development of reciprocal consciousness".(P.43).

A study conducted by Benson and Carter (1971) brings out the significance of period of interaction for interracial acceptance. For a group of newly integrated 9-13-year-old students, in two schools showed after six months Black and white preferred their own racial groups for satisfaction of social needs. However, younger children perceived both races as equivalent satisfiers of academic as well as social needs after six months. These findings were not supported by a study conducted by Gerard, Jackson and Connelloy (1975). They observed limited change in acceptance of Mexican Americans and the Black over a six-year-period of desegregation. They suggested that one condition that must be satisfied if a child is to get along well in a setting of ethnic cleavage is <sup>that</sup> "his subgroup must be large enough for him to find congenial associates".(P.233).

The positive effect of prolonged contact among racial groups on interracial acceptance was reported by Wrightston, McClelland and Forlano (1966). They carried a two year study of sociometric acceptance of 5,000 elementary school students. They found that after the first year, Blacks tended to select <sup>w</sup>fewer Blacks and more

white as their first choice. They concluded that continued contact happens to be most important factor in eliminating racial influences on interpersonal choice matrix. This finding received further support from the research carried out by Carter, Detine, Sebro and Benson (1975) who found that in integrated schools, within a period of two years, Blacks perceived whites as equally capable of satisfying their academic as well as friendship needs.

#### Social Class:

Hollingshead (1949) is reported to have studied the social behavior of adolescents as related to the position occupied by their families in the status structure of the community. 735 high schools pupils were included in his sample. The study which continued for one academic year, showed that the majority of students, interacted in small, somewhat exclusive cliques whose members were of the same social class and from the <sup>same</sup> ~~same~~ grade in the school. Individuals were assigned status within the clique and the cliques themselves formed a status hierarchy. Cliques were seen to have a major impact up on the pupils' self-conceptions, and sense of belonging. Moreover, the cliques effectively served as a

tends to isolate lower class pupils in the social system of the high school.

Gordon (1937) studied the social structure of a suburban high school. A study of the prestige seeking behavior of pupils was made in formal organization of school, extracurricular activities and in the network of interpersonal relationships. According to the investigator, informal friendship networks were found to be most significant in determining the behaviour with the peer groups. There was general consensus as to where classmates ranked in the social system and pupils associated only with peers of similar social status. Rank was determined by prestige gained from grades, organized activities, clique membership, dating, dress morals and socioeconomic position of the family.

#### 1) Structural Characterisation of Family:

##### Birth Order:

Aden and Asher's (1977) findings have shown that the social skill dimension of personality acquired by the children of differing birth order accounts for their popularity. This study is further supported and confirmed by the investigation carried out by Miller and Moruyama (1976). They found that later born children to be more popular than early born

children. Such an effect was explained on the basis that, "the interaction among siblings within the home requires that younger children, being less powerful than their older brothers and sisters, must develop more effective interpersonal skills in order to obtain a modicum of favourable outcomes, they must develop powers of negotiation, accommodation, tolerance and the capacity to accept less favourable outcomes". In an analysis of traits associated with popularity it was reported that positive interpersonal skills are responsible for the popularity of the later-born children. The first born children are likely to dominate, coerce and exploit younger siblings which subsequently influence their popularity adversely but later-born grow tolerance, accommodation and skills of negotiation and, therefore, enjoy more popular status than their older brothers or sisters.

#### Normative influences:

##### Teacher's values:

In a study made by Gerard, Jackson and Conolly(1975) it was found that popularity was strongly influenced by the teacher's values. The study was conducted in multi-ethnic class-rooms in which there was larger number of white children. Teachers were asked to rate the children's academic motivation and from this teacher's basis score was

obtained. A biased teacher was one whose academic expectations for a minority child were under estimated in relation to the child's actual performance in the preceding year, and those for white children were over estimated in terms of their actual previous performance. The teachers who expressed this bias were compared to those <sup>who</sup> did not under estimate the ability of the minority children or over-estimated the ability of white children. An examination, of the friendship nominations received by children in these two types of class rooms, revealed that "the more biased a teacher was toward minority children, the fewer friendship choices those children received from whites" (p. 157.) These results have not been supported by other investigators. <sup>(1976)</sup> Hallinan, for instance, found that the effect of teacher's values is not generalized to situations which requires other kind of skills and abilities, e.g. athletic prowess.

#### Parental attitudes:

An important study to determine the impact of parental values and attitudes was conducted by Cohen (1977). Through this study the sources of homogeneity in the attitudes and the habits of adolescent clique members were traced. A set of 18 questionnaire items were administered on the clique members. The questionnaire measured 'range of attitude and habits in areas of concern to adolescents'.

such as intention to go to colloquy and frequency of dates etc.' The results showed that the peer group homogeneity, friendship patterns and interpersonal choices are significantly influenced by parental values. These interpersonal attractions were positively reciprocated where there seemed similarity in the parental values of the clique members. Cohen has concluded his study by observing:

"In this case, <sup>then</sup> the similarity between friends, rather than being the result of mutual influence processes, is more probably a reflection of the similarity between their respective parents. Parental influences, thus, are very powerful." (P.161 )

Besides the studies discussed in the context of the three models of sociometric popularity, researchers in the area of person-perception and interpersonal attraction have brought out the importance of such personal characteristics as social skills and physical attractiveness.

#### Social Skills:

Cottman, Gonso and Rasmussen (1975) have made a detailed study on the social skills as related to popularity. In this study children were given a popularity score in accordance with the frequency of their names in the list of best friends. Social skills were measured through tasks



in which the child was demanded to: label emotions in facial expression, sense cue words to a listener, take the visual perspective of another and demonstrate successfully how to make friends. The results showed that the popular children were socially more skilled, "they had greater knowledge of how to make friends, they distributed and obtained more positive reinforcements, such as giving or receiving verbal approval or a token and they spent less time in day dreaming". Raistacher (1974), made a sociometric study of 1204 high school junior males. They were provided with a seven point scale on which they could indicate how well they liked each of their peers, and how similar to themselves they perceived their peers to be. It was found that the well-liked boys had a higher proportion of their choices reciprocated. The basic social skills involved were the knowledge of how to make friends and to reciprocate friendship.

Studies of Raistacher (1972), Coleman (1961), Asher, Odon and Gottman (1979) taken together show that certain kinds of skills, viz., social, athletic, motor, expertise etc. act to make one more desirable as a friend. And hence popularity can have a strong correlate in skills.

### Physical Attractiveness:

Physical attractiveness is reported to exert an influence on interpersonal attraction without the consideration of sex, creed or ethnic group. McWhorter (1969) in a study on physical attractiveness and friendship, combined photographs of girls in bathing suits with information about attitudes. The photographs and the corresponding information on the attitudes were presented to a group of subjects who were asked to choose photographs they wanted to make friends with. The results revealed that both the variables of attractiveness and similarity in attitudes had a positive influence on interpersonal attraction. Interaction between the variables of attractiveness and attitudinal similarity was also observed. For attractive subjects the influence of similarity decreases as attractiveness increases, whereas for unattractive subjects the influence of attitudinal similarity increases as attractiveness increases.

Moss (1969) conducted a similar research in which male subjects were asked to rate a series of eight photographed females and then rank them in accordance with preference for dating. The findings showed that preference for dating was influenced by interaction between the levels of attractiveness of the females to be proposed and personal

attractiveness of the subjects/<sup>asked</sup> to propose. Subjects who were themselves attractive preferred attractive girls, while less attractive subjects gave preferences for moderately attractive girls. Moss interpreted these responses as strategies aimed at maximizing success in the dating situation.

Syrne's study (1971) was conducted on 44 couples who were similar or dissimilar on a 50 item scale to meet and interact in a 30 minute coko date on the campus. The data obtained consisted of the ratings of each subject's physical attractiveness by the experimenter and also by the subject's date.

After a short-period date, the subjects were separated and asked to fill out a questionnaire which included items about whether the other person would be liked or disliked as a date, enjoyed or disliked as a spouse, and whether he or she was sexually attractive or unattractive. The results showed that for subjects of the both sexes, there was a significant relationship between pre-and post-date ratings of attractiveness (for males  $r=.30$  and for females  $r=.33$ ). For both sexes physical attractiveness was also found to be significantly related to attraction (for males  $r=.37$  and for females  $r=.65$ ).

A recent study of physical attractiveness and popularity in different interpersonal situations has been reported by Maddux (1980) who separated a group of 196 subjects on the basis of sociometric analysis. The choice criteria were: to enjoy together, to work together, to play together and to talk to each other. The study revealed that on all these criteria physically most attractive subjects received more choices than physically less attractive.

#### Studies in India:

Sociometry caught the attention of research workers in India as early as in 1962. Nayar (1962) wanted to find personality characteristics of various sociometric groups like populars, 'non leaders' and isolates. His findings revealed that leaders (populars) possessed maximum sociometric choices, 'non-leaders' maximum rejections and the isolates ranged between six percent positive and six percent negative choices. Analysis of subjects responses obtained through 'scholastic test of aptitude', ascendance-submission test, self-portrait and indian adaptation of TAT were indicated that:

Leaders are superior in scholastic aptitude to non leaders and isolates.

Academic leaders are less ascendent and more submissive, while extracurricular leaders are more ascendent and less submissive.

On TAT, leaders gave variety of themes and built up rich stories, obviously superior to non-leaders.

Gaur (1967) undertook a study of personality profiles of isolates identified on the basis of sociometric analysis. The study used 499 girls and 551 boys as subjects. 40 isolate girls and boys and equal number were used as the control group. A series of tests like Rorschach, TAT, personality inventory, intelligence test etc. were given. The finding showed that the girl isolates are introverts and day-dreamers. They are found <sup>to be</sup> prone to uncontrollable emotions and are afraid of anticipated limitations. They can't make use of common sense and generally fail to solve immediate problems. They are quarrelsome, selfish and tell lies. The boy isolates were reported to be dull, maladjusted, apprehensive and suggesting no imaginative themes.

Sherma (1970) has conducted a study with the purpose to find out most important factors to be associated with the sociometrically identified groups like populars, Neglecteds and Isolates. 325 subjects from three high schools at Delhi were used as the subjects. The findings

revealed that a number of factors such <sup>as</sup> socioeconomic status social skills and personality are positively related with the popularity and isolation. Higher socio-economic status in terms of parents income and education, was also related with popularity and lower socio-economic status was related with isolation. Skillfulness was also found to be an important determinant of popularity. Popularity, girls as well as boys were high on skills like making pen friends, arranging exhibitions, debating, athletic capabilities etc. As for the personality traits it is reported that: there is lot of similarity in the personality characteristics of unaccepted pupils, whereas those of accepted and unaccepted are quite dissimilar. Popularity are generally aggressive and overt, assertive, courageous and vigorous, confident, and they play superiority roles. Unaccepted pupils are submissive, nonconfident, coward, weak, selfish and non cooperative.

The most differentiating characteristics between accepted and unaccepted children comprised of the three syndromes:

- 1) showing strong aggressiveness;
- 2) characteristics that count for direct interpersonal contacts and
- 3) characteristics that are important in making better human relationship.

But the finding regarding the relationship between <sup>status</sup> sociometric/and socioeconomic status was not further supported by the studies of Shukantala (1973), and Prakash (1975) both of <sup>them</sup> whom found that socioeconomic status has no significant bearing on pupils' sociometric position.

Sarla (1978) found the extent of influence of some socially relevant skills in the friendship formation. The study was conducted on one hundred junior high school girls and it was found that most important skills <sup>to</sup> be related with the sociometric popularity were: ability of conversation, ability to echo most witty observations, ability to debate, ability to control one's emotions, ability <sup>let</sup> to others enjoy, ability to serve others with full patience and toleration, ability to remain smiling, and <sup>to</sup> receive people in a cheerful way.

Rohman (1980) found the relevance of some measures of counselling to improve the sociometric status of isolated pupils. With 20 such subjects (isolates) he took the programmes of cooperative participation, talent-orientation, remedial guiding techniques and observed that the sociometric status can be improved. The underlying assumptions of this project were that isolates do not mix with people or find difficulty in doing so. They are somewhat educationally backward, that they are shy and inhibitive, and therefore, do not exhibit their talent.

Jani (1980), the present investigator, in an earlier study found that the sociometric popularity was a relative concept. It was found that:

1. Generally leadership roles are assumed by the populars.
2. That the subjects chosen as chums were more receptive, warm, placid, uninhibited and tolerant.
3. Extracurricular leaders were aggressive, lively, free thinking and resourceful.
4. Academic leaders were more intelligent, a little cool, rule bound, shy and shrewd.

Thus it was concluded that different personality traits are required to be popular in different interpersonal situations.

While concluding the review of the studies it may be observed that little attention has been paid to role of socio-cultural variations in making individuals with different personality traits popular among their cohorts. Further, no attempts have been made to explore the possibility that differences in personality traits associated with different sociometric positions, may be due to culturally determined desirability of different personality traits.



### CHAPTER - III

### PLAN & PROCEDURE

## PLAN AND PROCEDURE

The main objective of the present study, as stated elsewhere, is to make a comparison of sociometrically identified groups from three different cultural settings in terms of their personality. It is intended to show that the interpersonal attractions are largely, if not solely, influenced by a definite cultural setting.

### Operational analysis of the variables:

Before presenting the procedure, it seems proper to define <sup>the</sup> terms operationally.

#### a) Sociometric status:

Sociometric status and social status will be used interchangeably in this study. This will refer to "The number of choices that each individual receives in a network of interpersonal relations" <sup>(p.32)</sup>.

#### b) Social structures:

This term will refer to the "pattern of choices to and from individuals revealing the network of interpersonal relations among group members" <sup>(p.33)</sup>.

#### c) Sociogram:

The graphic representation of social structure put in small circles or triangles and the choices represented by the lines drawn between the figures will be called a sociogram.

#### d) Sociometric test:

It is a method of evaluating the social structure.

#### e) Sociometric categories:

(i) POPULAR OR STAR:

Star or popular will be an individual receiving more choices on sociometric tests than could be expected by chance alone. Bronfenbrenner (1949) has developed a table of scores which indicates different score ranges for various sociometric categories.

(ii) ISOLATE:

This refers to an individual receiving no choices. Although he is physically a member of the group but is psychologically isolated. He is sometimes called an 'outsider'.

(iii) NEGLECTED:

The individual receiving relatively fewer choices than expected by chance. Even though such individuals receive some choices yet they remain neglected by the majority of group members. They are also called 'Fringers'.

Throughout this piece of research personality will refer to the organization and expression of basic source traits as revealed by 16PF constructed by R.B. Cattell (1964).

PROCEDURESample:

Three hundred male boys above 17 years of age from the pre university classes made the sample of this enquiry. The sample was drawn in <sup>such</sup> a manner as all the three regions, Jammu, Kashmir and Ladakh were represented. The basic

sampling strategy consisted in taking two alternate sections of the same class (PUC). As per sociometric requirement all the members of the sections were included in the sample. However, from different regions only such institutions were investigated as could show less variation on some important factors. The sample was drawn mostly from urban areas of the regions. A region wise sampling distribution is given below:

REGION	CLASS	NO. DRAWN	REMARKS
Jammu	PUC	90	1. All male subjects
Kashmir	"	120	2. All above age seventeen
Ladakh	"	90	

#### TEST MATERIAL:

##### A. Sociometric test:

For the identification of sociometric status a socio-metric test was constructed. Designing a socio-metric test is relatively simpler. Steps involved in its construction are: First to choose a situation or sociometric criterion, second, to determine the number of choices to be used, third, to make a proper wording of the test and finally to formulate a list of instruction for obtaining meaningful and valid responses.

The sociometric tool used in the present study with three criteria and three choices was developed by Sharma(1970).

The questionnaire is given below.

SOCIOMETRIC QUESTIONNAIRE

---

Which three students of this  
classroom

1. Would you like to have as  
your seating companion?

---

Which three students of this  
classroom

2. Would you like to play with  
during recess in school?

---

Which three students of this  
classroom

3. Would you like to do a class  
assignment with you?
- 

Administration & Scoring:

The following instructions were given before the socio-  
metric test started:

"Often the class teacher has to put students in  
small groups for doing a lot of things in the  
school. His task is made easy if he knows the  
names of the students who would like best to do  
things with. So you are here requested to answer  
a few questions."

Scoring:

For identifying different categories, Bronfenbrenner's (1945) scheme of scoring was used. The same is as under:

<u>CATEGORY</u>	<u>NUMBER OF CHOICES RECEIVED</u>
Popular	15 and above
Above Average	10-14
Average	9
Below Average	4 - 8
Neglected	1 - 3
Isolate	0

Bronfenbrenner (1945) has also given the estimates of critical sociometric status scores for varying number of choices applicable upto the three sociometric criteria. The table presented below elaborates the scoring system.

TABLE: CRITICAL RAS STATUS SCORES FOR SOCIO-METRIC SITUATIONS

Number of choices allotted to each person for each criteria	One criteria critical scores			Two criteria critical scores			Three criteria critical scores		
	Exp. value	Lower limit	Upper limit	Exp. value	Lower limit	Upper limit	Exp. Value	Lower limit	Upper limit
1	1	None	4	2	None	6	3	0	8
2	2	None	6	4	0	9	6	1	12
3	3	0	7	6	1	11	9	3	15
4	4	0	8	8	2	13	12	5	18
5	5	1	9	10	4	16	15	9	22

B. 16 PF

For the assessment of personality Cattell's, 'sixteen personality factor' questionnaire was used. "The sixteen personality factor Questionnaire is an objectively scorable test devised by basic research in psychology to give the most complete coverage of personality possible in a brief time, planned for the age seventeen through the mature age range...<sup>(p.34)</sup> 16 PF is a self descriptive questionnaire designed to identify sixteen source factors of normal personality structure. Cattell defines source traits as, "... factors (rotated to oblique simple structure) affecting large areas of overt personality behaviour, such as intelligence, emotional stability, superego strength, surgency and dominance"<sup>(p.35)</sup> The 16 PF is available in six parallel forms, measuring the same sixteen factors:

FORM	NO. OF ITEMS	USE	APPROPRIATE TIME
A	187	Ordinary newspaper literate adults	50 minutes
B	187	-do-	-do-
C	105	Vocabulary demand somewhat less than For A or B	30-40 minutes
D	105	-do-	-do-
E	128	Very simple vocabulary low-literate groups.	30-40 minutes
F	120	-do-	-do-

The present study is proposed to use only form 'A' of this scale.

Description of factors:

The following table may help in providing a brief summary of the sixteen factors in terms of low-score descriptions and High score descriptions.

<u>L.S.D.</u>	<u>FACTORS</u>	<u>H.S.D.</u>
Reserved	A	Outgoing
Less intelligent	B	More intelligent
Emotional	C	Stable
Humble	E	Assertive
Sober	F	Happy-go-lucky
Expedient	G	Conscientious
Shy	H	Venturesome
Tough-minded	I	Tenderminded
Trusting	L	Suspicious
Practical	M	Imaginative
Forthright	N	Shrewd
Placid	O	Apprehensive
Conservative	Q 1	Experimenting
Group-dependent	Q 2	Self-sufficient
Self-conflict	Q 3	Controlled
Relaxed	Q 4	Tense



### Administration & Scoring:

Simple and clear instructions are printed for the examinee on the cover page of the test booklet. The entire test is self-administering. Answers are always made on a separate answer sheet. The test is untimed but the subjects are instructed not to spend much time unnecessarily. The subjects were also told that they can ask the meaning of any word or sentence which was beyond their comprehension.

### Norms:

To suit the differential contexts, the scores on 16 PF were converted into normalized stens as suggested by Cattell (1964). Sten-Scores (standard ten) have been distributed over ten equal interval standard score points from 1 through 10, with the population mean fixed at sten 5.5. Stens 5 and 6 are extended  $\frac{1}{2}$  SD above and below the mean, the outer limits for the stens 1 & 10 are two and half standard deviations above and below the mean. Generally stens 5 or 6 are average, 4 or 7 slightly deviant, 2, 3, 8 & 9 strongly deviant and 1 or 10 are extreme. Furthermore, Cattell, has normalised even these sten scores because he had found that sten scores on some factors were skewed, mean and median had not exactly coincided or some extreme sten scores like 1 & 10 had no cases in them. A normalized sten is, "having its boundaries cut off the same percentage of the population on the given

raw score distribution curve as successive on half sigma intervals would on a perfectly normal curve".<sup>(P36)</sup> The table below is used for the purpose of converting raw scores into the normalized sten scores.

Sten Score										
Raw Score	1	2	3	4	5	6	7	8	9	10
A	0-3	4	5-6	7	8	9-10	11-12	13	14-15	16-20
B	0-2	3	4	5	6-7	8	9	10	11	12-13
C	0-6	7-8	9-10	11-12	13-14	15	16-17	18-19	20-21	22-26
E	0-6	7	8-9	10-11	12	13-14	15-16	17-18	19-21	22-26
F	0-6	7-8	9-11	12-13	14-15	16-17	18-19	20-21	22-23	24-26
G	0-4	5	6-7	8-9	10-11	12	13-14	15-16	17	18-20
H	0-3	4	5-7	8-10	11-12	13-15	16-17	18-20	21-22	23-26
I	0-2	3	4-5	6	7-8	9-10	11-12	13-14	15-16	17-20
L	0-3	4-5	6	7-8	9	10-11	12	13-14	15	16-20
M	0-4	5	6-7	8-9	10-11	12	13-14	15-16	17-18	19-26
N	0-3	4-5	6	7	8-9	10	11	12-13	14	15-20
O	0-3	4-6	7-8	9-10	11-12	13	14-15	16-17	18-19	20-26
Q1	0-3	4-5	6	7-8	9	10-11	12	13-14	15	16-20
Q2	0-3	4	5-6	7-8	9-10	11	12-13	14-15	16-17	18-20
Q3	0-5	6	7	8-9	10-11	12	13-14	15	16-17	18-20
Q4	0-4	5-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22-26
Sten Score										
	1	2	3	4	5	6	7	8	9	10

Social Desirability Estimates:

In order to determine the social desirability of the traits measured by Sixteen P.F. Questionnaire, as perceived by people coming from three cultural settings, thirty judges from each culture were asked to judge the social desirability of a list of sixteen bi-polar traits on a nine point scale. For the purpose obtaining desirability ratings judges were given the following instructions:

"While describing others we use descriptive adjectives such as good or bad on the basis of observation of the behaviour. As a matter of fact every culture considers certain patterns of behavior or personal characteristics as desirable or undesirable. We are requesting you to judge the desirability - undesirability of the behavior denoted by the listed adjectives, you have to take into consideration the view point of the majority of the members of cultural group to which you belong. That is, you have to indicate as to how far behavior denoted by an adjective is considered desirable or undesirable by most of the people of your cultural group."

You have to express your judgment of the extent of desirability- undesirability of an adjective by encircling one of the numerals given in front of the adjective. The numeral encircled would express the extent of desirability- undesirability of the behavior denoted by the adjective. The correspondence between various numerical values and the desirability- undesirability judged by you is explained below:

<u>DESIRATIONS</u>	<u>VALUES</u>
Most Desirable	9
Extremely Desirable	8
Moderately Desirable	7
Mildly Desirable	6
Indifferent	5
Mildly undesirable	4
Moderately undesirable	3
Extremely Undesirable	2
Mostly Undesirable	1

---

The scheme of making judgment with the help of the numerals clearly indicates that you have to choose one of the numerals from 1 to 9 and that the greater the numerical value assigned the greater is judged desirability of the adjective.

Please judge the desirability- undesirability of each one of the adjectives given below and assign numerical values in accordance with your judgment. )

FACTORSTRAITS NAMES (ADJECTIVES)

A	Reserved/Outgoing
a	Less intelligent/More intelligent
C	Affected by feelings/Emotionally stable
E	Humble/Assertive
F	Sober/Happy-go-lucky
G	Expedient/Conscientious
H	Shy/Venture-some
I	Tough-Minded/Tender Minded
L	Trusting/ Suspicious
M	Practical/Imaginative
N	Forthright/Shrowd
O	Placid/Apprehensive
Q1	Conservative/Experimenting
Q2	Group dependent/Self sufficient
Q3	Controlled/Self conflict
Q4	Relaxed/ tense .

In order to determine the reliability of social desirability ratings of the adjectives by the judges, the same judges were requested to re-rate the desirability of the set of adjectives after a lapse of seven days. The coefficients of stability of

desirability ratings of adjectives representing both the poles of the personality traits, were computed with help of product moment coefficient of correlation, are reported in the following table:

TABLE- D

Test- Retest coefficients of the Desirability Opinionnaire. (Positive-Adjectives).

<u>Cultural Settings</u>	<u>Factors</u>															
	A	B	C	E	F	G	H	I	L	M	N	O	Q1	Q2	Q3	Q4
Kashmir	.85	.69	.68	.73	.81	.71	.72	.71	.68	.71	.63	.85	.81	.73	.72	.87
Jammu	.72	.62	.71	.69	.71	.59	.81	.64	.61	.71	.80	.91	.71	.69	.67	.75
Ladakh	.22	.81	.71	.47	-.38	-.30	-.42	.35	-.22	.31	-.32	.30	.28	.61	.67	.26

TABLE- D<sub>1</sub>

Test-Retest Coefficients of the Desirability Opinionnaire. ( Reverse- Adjectives )

<u>Settings</u>	<u>Factors</u>															
	A	B	C	E	F	G	H	I	L	M	N	O	Q1	Q2	Q3	Q4
Kashmir	.39	.42	.42	.34	.41	.41	.33	.42	.36	.55	.41	.34	.52	.45	.57	.59
Jammu	.21	-.39	.35	.42	.42	-.53	.24	.39	.31	-.22	.42	.35	.42	.31	.58	.39
Ladakh	.76	.70	.65	.65	.68	.68	.80	.53	.82	.72	.85	.79	.71	.91	.69	.81

So as to represent the desirability ratings obtained by judges drawn from different subcultures by one index for each trait, the ratings given to the adjectives denoting the lower end of the distribution of the trait score were converted into desirability ratings for the adjective representing the upper end of the distribution. For this the ratings assigned to the adjective denoting the lower end were reversed as below:

Judge's Ratings	1	2	3	4	5	6	7	8	9
Reversed Ratings	9	8	7	6	5	4	3	2	1

The above conversion made it possible to add ratings given to polar opposite adjectives and then to calculate mean as an index of perceived social desirability of the traits in different subcultures.

#### Statistical Analysis of data:

For trait- to- trait intra and inter subcultural comparisons of the means of trait scores of the subjects comprising the three sociometric categories, the t- test for the significance of difference between means was used.

Intra and inter group comparison of profiles of the means on different trait factors were made by calculating the coefficient of pattern similarity ( $r_p$ ). The index of

$$r_p = \frac{(\sum A_i \cdot \sum D_i^2) + \sum d^2}{(\sum A_i^2 + \sum D_i^2) + \sum d^2}$$

pattern similarity ( $r_p$ ) developed by Cattell (1949) as a statistical technique for comparing similarity of two profiles, ~~may be viewed as~~ having separate degrees of resemblance in shape, level and accentuation (stochastic) of profiles and order or sequence of the scores. Any comparison of profiles which ignores one or the other <sup>of</sup> above mentioned aspects is likely to disregard some of the important information conveyed by intra individual or intra group variations along the dimensions under consideration. Cattell (1966) pointed out that  $r_p$  has certain advantages over other measures of pattern similarity such as 'd' suggested by Osgood and Suki (1958). Cattell's  $r_p$  takes account of the 'metric' and 'number of dimensions' and provides a convenient function which is similar to 'r' in distribution and also varies from +1 for complete agreement of profiles to zero for no relation, and to -1 for complete inverse relation.

The relationship between sub-cultural variations in social desirability of personality traits and personality characteristics peculiar to different sociometric categories was determined with the help of Spearman's Rank Order coefficient of correlation as modified by Siegel (1956). For this purpose the means of the group on different factor-scales as well as the means of social desirability of the ratings of adjectives, representing the traits, obtained from the judges from the same sub-culture, were rank-ordered.

---


$$r_s = \frac{\sum x^2 + \sum y^2 - d^2}{2 \times \sqrt{\sum x^2 \sum y^2}} \quad \text{in which } \sum x^2 = \frac{N^3 - N}{12} - \sum Tx$$

$$\sum y^2 = \frac{N^3 - N}{12} - \sum Ty$$



CHAPTER - IV

R E S U L T S

## RESULTS - ANALYSIS AND INTERPRETATION

Three groups from different cultural orientations but forming a single political entity were the subjects of the present study. The frequency<sup>distribution</sup> of different sociometric positions determined on the basis of sociometric test are tabulated below:

**TABLE -I. REGIONWISE FREQUENCY DISTRIBUTION  
OF 300 Ss ON SOCIO-METRIC STATUS**

S.NO.	INSTITUTION	REGION	SOCIO-METRIC STATUS			COLUMN TOTAL	REGION TOTAL
			P	N	I		
1.	Names give separately	Jammu	11	3	1	15	90
2.			8	5	2	15	
3.			12	2	1	15	
4.			5	2	8	15	
5.			11	2	2	15	
6.			9	3	3	15	
Total			56	17	17		
7.		Kashmir	12	2	1	15	120
8.			9	5	1	15	
9.			11	4	0	15	
10.			8	4	3	15	
11.			10	4	1	15	
12.			9	4	2	15	
13.			11	4	0	15	
14.			12	2	1	15	
Total			82	29	9		
15.		Ladakh	6	3	4	15	90
16.			8	4	3	15	
17.			9	4	2	15	
18.			5	4	6	15	
19.			10	3	2	15	
20.			11	3	1	15	
Total			49	23	18		
G.Total			187	69	44		300
			62.4	23.0	14.66		

A general observation of the data given above shows that there is unequal distribution of subjects in different sociometric categories; 62.4% of the subjects are found to be populers, 23% Neglectees and 14.6% come under Isolates. An important point that is evident from the table is that in each region the proportion of populers is relatively higher than other sociometric sets.

The means of 16 trait scores ( in stens ) of the subjects identified as Populers, Neglectees and Isolates in the three culture groups are reported in table 2.00. The descriptions of the trait scores are based on the high-score low-score distribution criteria given by Cottell.

TABLE-2. PERSONALITY PROFILES OF THE SOCIOMETRICALLY IDENTIFIED GROUPS FROM THREE SUBCULTURES  
MEANS IN STEN SCORES (DECIMALS AFTER 1ST DIGIT OMITTED )

Region	Category	Factors															
		A	B	C	E	F	G	H	I	L	M	N	O	Q1	Q2	Q3	Q4
Kashmir N= 120	P	83 <sup>a</sup>	73	86	45	39	58	95	40	45	76	35	46	49	35	75	35
	N	23	31	75	74	53	74	32	20	70	40	59	43	75	32	38	50
	I	25	73	25	83	18	83	23	35	76	23	78	83	73	75	77	76
Jammu N= 90	P	75	70	35	80	73	32	87	31	82	76	65	38	45	60	73	37
	N	29	25	63	73	21	13	25	75	60	31	41	63	75	73	21	65
	I	13	43	53	65	25	34	43	80	73	25	80	73	72	63	27	76
Ladakh N =90	P	42	83	37	43	71	76	25	32	23	12	71	21	13	81	41	34
	N	62	32	42	52	19	70	82	43	19	82	21	32	80	71	32	32
	I	63	76	76	32	43	43	91	73	73	99	42	83	62	52	76	19

<sup>a</sup> 83 will be read as 8.3

A general perusal of the table 2.00 shows that Kashmiri populars' personality is one of strong emotional stability (C+), <sup>spontaneity</sup> spontaneity (H+) and high mental ability (B+). These individuals seem generally unfrustrated and relaxed (Q4-). On the contrary Neglectees tend to be hard and obstructive (A-), they <sup>are</sup> dull (B-) and timid (H-). They also feel maladjusted in a group (Q3-). Being doubtful of others (L+) may be a special reason for getting neglected. The Isolates are markedly cool (A-), they may like things other than people. They are generally tense and restless (Q4-). High Q3 makes them temperamentally independent. But they are shrewd (N+) and withdrawing (A-). The profile table further shows that the Jammvi populars are affectionate (A+), intelligent (B+), self-sufficient (Q2+). They are aggressive and happy go lucky (E+, F+). Jammvi Neglectees are hard and obstructive (A-), Dull (B-) and timid (H-). They are maladjusted (Q3-) but not submissive (E+). Isolates are cool (A-), dull (B-), worldly wise (N+) with a low superego strength (G-). They are emotionally less stable (C-) and pessimistic (F-).

In the third section of the table Ladakhi socio-metric groups are presented. The populars group here are distinctly cool (A-), but wise (B+). They are strictly conventional and conservative (M-). They are slaves of

their own urges (Q3-) and rule bound (G+) and not socially bold (H-). On the other hand Ladakhi Neglectees are free thinking (Q1+), and not conventional (M+), they are participating and easy going (A+), confident (O-) and worldly (N+). Again, Isolates are also outgoing (A+), socially bold (H+) but guilt prone (O+). They are emotionally stable (C+) but dull (B-).

The findings of comparisons made in view of the aims of the study are reported in three different sections. Section one deals with the findings emerging out of intra-group comparisons and section two reports findings on inter-culture comparisons and, finally, section three is devoted to relationship between social desirability of adjectives descriptive of personality factors and personality traits found to be associated with different levels of popularity in each subculture.

#### Section I: Intragroup Comparisons: Kashmir Region

In view of the objectives of the present study, within culture comparisons of the personality configurations and factor-to-factor comparisons were made.

The group-to-group configurational comparisons for Kashmir Region are reported in table No. 3.00

TABLE-3 CONFIGURATIONAL COMPARISONS(KASHMIR REGION)

Sociometric Category	$\sum d^2$	rp	level of significance
Populans Vs. Neglectees	164.28	-.264	$P < .05$
Populans Vs. Isolates	289.46	-.431	$P < .02$
Neglectees Vs. Isolates	95.81	+.34	$P < .05$

3(c-f-f8-I)

Table three is a comparison of the personality profiles of the various sociometric categories from Kashmir region. Comparing populans to Neglectees, we obtain a sum of 164.28 for the  $\sum d^2$  and the calculated rp ( The coefficient of pattern similarity) = -.264 (  $P < .05$  ) which means that personality patterns of the two groups are some what dissimilar. Populans and Neglectees stand as separate groups having dissimilar personality configurations. In case of populans versus Isolates sigma  $\sum d^2$  of 289.46 gives us  $rp = -.431$  (  $P < .01$  ). This indicates that there is considerable dissimilarity in the personality configurations of the two groups. Again, Neglectees and Isolates while compared between themselves sigma  $\sum d^2$  comes to 95.81 and  $rp = +.345$  (  $P < .05$  ) indicating that there exists a systematic correspondence between their personality configuration.

FIGURE 1  
 Profile Comparison:  
 Sociometric Categories- Kashmir Subculture

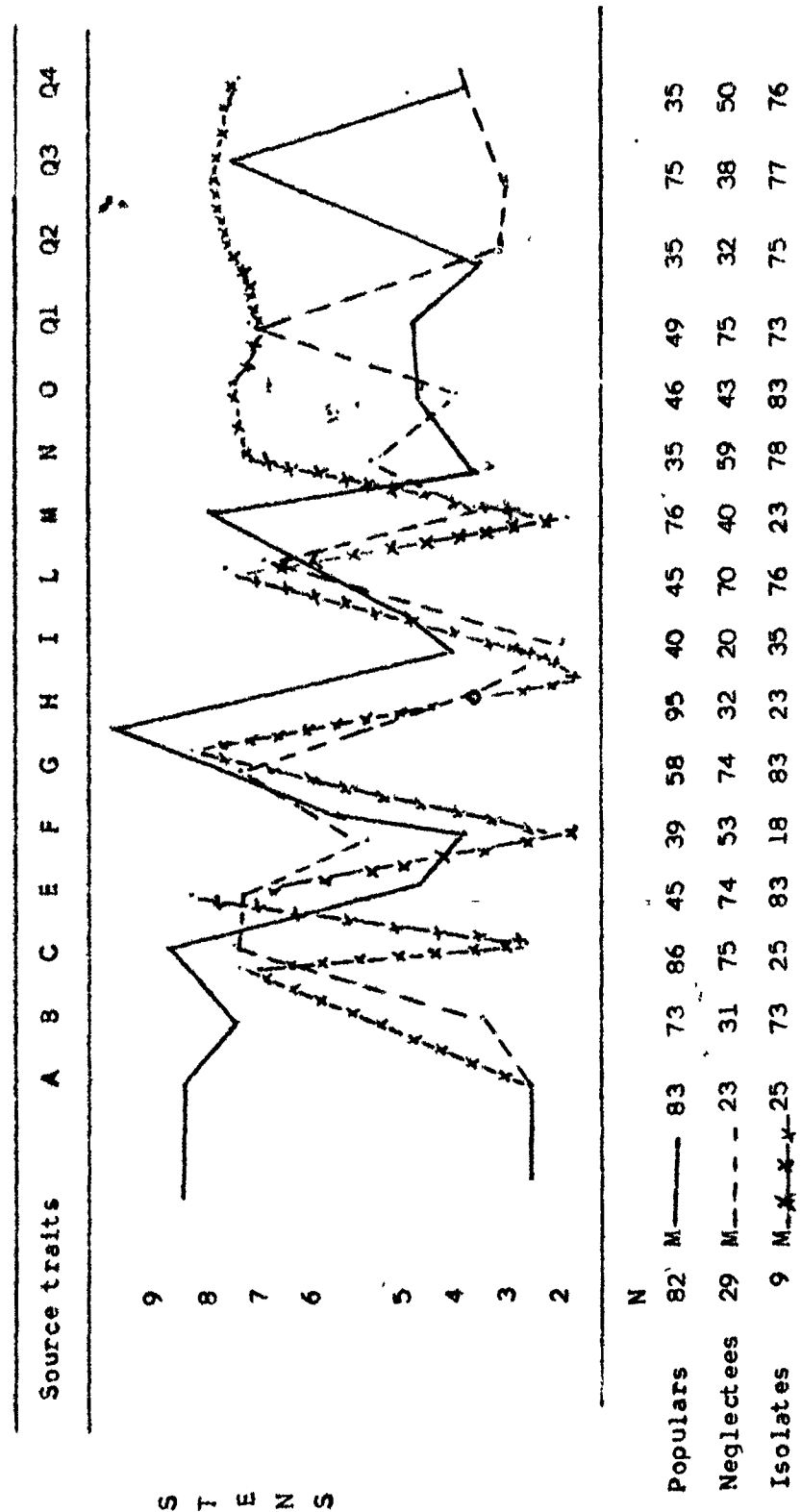


TABLE-4 FACTOR-TO-FACTOR COMPARISON  
POPULARS VS. NEGLECTEES

Factors	Means for populars	SD	Means for Neglectees	SD	t	Remarks
A	8.3	1.9	2.3	2.3	3.21	s
B	7.4	1.8	3.1	2.0	2.63	s
C	8.6	1.5	7.5	1.9	1.96	ns
D	4.5	2.0	7.4	2.1	2.15	s
F	3.9	1.3	5.3	1.3	1.99	ns
G	5.8	1.8	7.4	1.5	1.78	ns
H	9.5	1.9	3.2	2.5	3.43	s
I	4.0	2.0	2.0	1.6	1.90	ns
L	4.5	1.7	7.0	1.3	2.42	s
M	7.6	1.9	4.0	1.7	2.51	s
N	3.6	1.5	5.9	1.8	1.97	ns
O	4.6	1.2	4.3	1.3	0.88	ns
Q1	4.9	1.7	7.5	1.7	1.88	ns
Q2	3.5	1.3	3.2	1.5	1.33	ns
Q3	7.5	1.9	3.8	1.9	2.42	s
Q4	3.5	2.0	5.0	1.4	1.99	ns



TABLE- 4.1. FACTOR-TO-FACTOR COMPARISON:  
POPULARS VS. ISOLATES

Factors	Means for populars	SD	Means for Isolates	SD	t	Remarks
A	8.3	1.9	2.5	1.5	3.00	s
B	7.4	1.7	7.3	1.7	1.99	ns
C	8.6	1.3	2.5	1.3	2.64	s
E	4.5	1.2	8.3	2.0	2.41	s
F	3.9	1.3	1.8	1.9	1.71	ns
G	5.8	1.5	8.3	1.4	2.43	s
H	9.5	1.7	2.3	1.0	2.15	s
I	4.0	1.9	3.5	1.5	1.95	ns
L	4.5	1.3	7.6	1.7	2.30	s
M	7.6	1.2	2.3	1.2	2.71	s
N	3.5	1.7	7.8	1.1	2.17	s
O	4.6	1.2	8.3	1.7	2.57	s
Q1	4.9	1.1	7.3	1.8	1.58	ns
Q2	3.5	1.7	7.5	1.9	2.40	s
Q3	7.5	1.8	3.7	1.0	1.78	ns
Q4	3.5	1.6	7.6	1.0	2.25	s

TABLE- 4.2 FACTOR-TO-FACTOR COMPARISON:  
NEGLECTEES VS. ISOLATES

Factors	Means for Neglectees	SD	Means for Isolates	SD	t	Remarks
A	2.3	2.3	2.5	1.5	1.97	ns
B	3.1	2.0	7.3	1.7	3.00	s
C	7.5	1.9	2.5	1.3	2.58	s
E	7.4	2.1	8.3	2.0	1.11	ns
F	5.3	1.8	1.8	1.9	2.47	s
G	7.4	1.5	8.3	1.4	1.37	ns
H	3.2	2.5	2.3	1.0	1.15	ns
I	2.0	1.6	3.5	1.5	1.15	ns
L	7.0	1.3	7.6	1.7	1.00	ns
M	4.0	1.7	2.3	1.2	1.15	ns
N	5.9	1.8	7.8	1.1	1.31	ns
O	4.3	1.3	1.3	1.7	2.57	s
Q1	7.5	1.7	7.3	1.8	1.00	ns
Q2	3.2	1.5	7.5	1.9	2.00	s
Q3	3.8	1.9	3.5	1.00	1.10	ns
Q4	5.0	1.4	2.6	1.00	1.37	ns

A factor to factor comparison of populars and neglectees (table 4.00) reveals that there are at least seven factors on which two groups are markedly different. Populars are high on 'A' which means they are outgoing, kind-hearted and adaptable, the Neglectees being very low on this factor are rigid, skeptical and aloof. Populars are more intelligent (B+) and Neglectees are dull (B-). Low 'E' makes populars accommodative and humble toward others, whereas high 'E' makes Neglectees hostile toward people. High 'H' scores of populars indicated that they are bold socially and scores on makes Neglectees socially shy. High mean on Q3 make populars controlled whereas Neglectees with low Q3 are maladjusted and undisciplined.

The data in table 4.1 shows that populars are also different from Isolates. Isolates are relatively cool (A-), emotionally less stable (C-), stubborn (E+), rule bound (G+), shy (H-), suspicious (L+), Unimpressive (O+) and tense (Q4+).

While comparing Isolates and Neglectees among themselves (table 4.2) it seems that the two groups have much in common. Both are cool (A-), tense (Q4+), stubborn (E+), suspicious (L+) and conventional (M-). However, these two groups differ on the Factor: 'B', <sup>and/or</sup> Isolates are comparatively bright and they are self-sufficient (~~Q1+~~).

TABLE- 5. CONFIGURATIONAL ANALYSIS ( JAMMU REGION)

Sociometric category	$\sum d^2$	rp	level of significance
Populans Vs. Neglectees	197.08	-.29	$P < .05$
Populans Vs. Isolates	207.01	-.39	$P < .01$
Neglectees Vs. Isolates	43.31	+.41	$P < .01$

(c.f. fig. 2)

Table 5.00 provides a profile comparison of different sociometric categories among themselves. While comparing populans with neglectees, a rp of  $-.29$  ( $P < .05$ ) shows that there exists an inverse similarity between these two groups. Again a comparison of populans with the isolates shows that the two groups are considerably dissimilar in their personality configuration. The rp of  $-.39$  is significant ( $P < .01$ ). Finally, when a comparison is made between the neglectees and the isolates, we find the  $\sum d^2 = 43.3$ , giving a  $rp = +.41$  which shows considerable amount of correspondence in the personality configurations of the two groups. The significance of rp ( $P < .01$ ) reveals that the groups are more similar than dissimilar in the personalities.

FIGURE 1  
 Profile Comparison:  
 Sociometric Categories-Jammu subculture

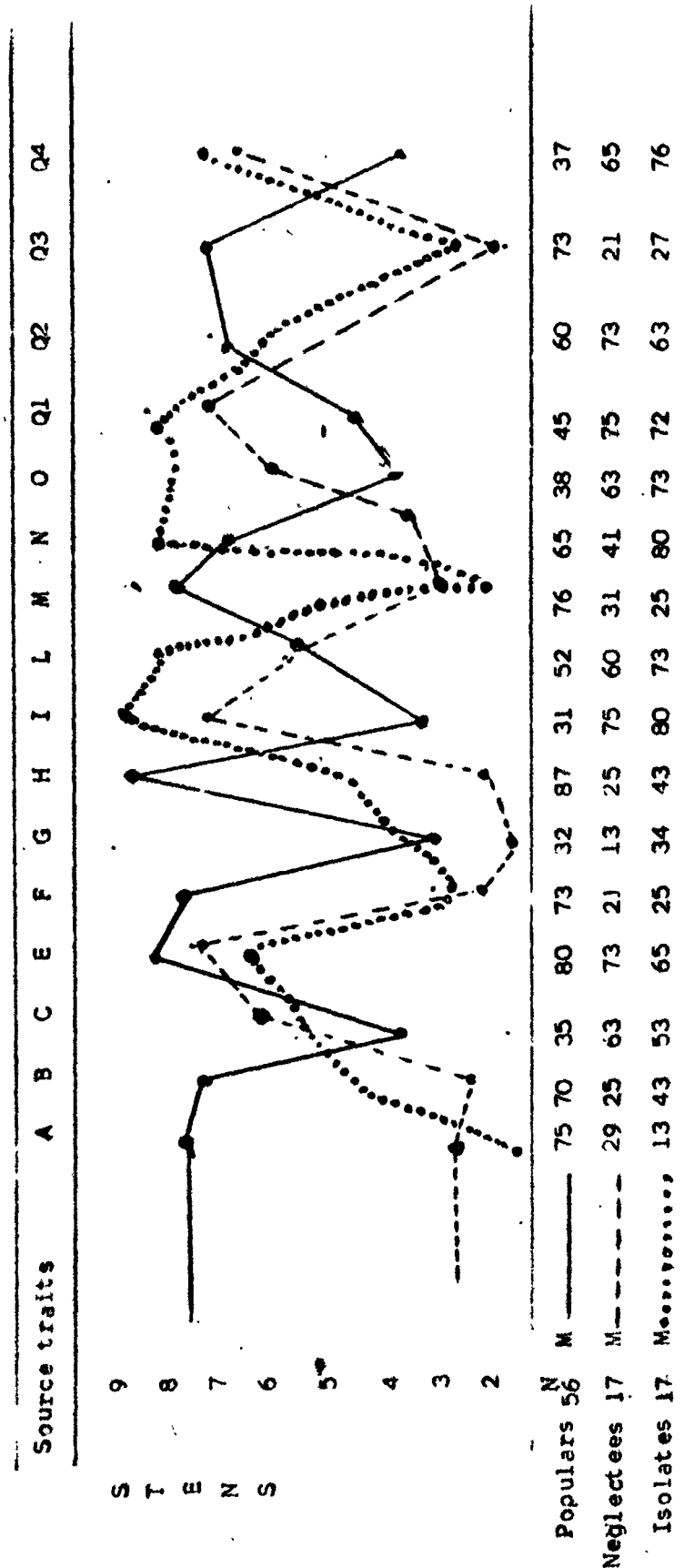


TABLE-6. FACTOR-TO-FACTOR COMPARISON:  
POPULARS VS. NEGLECTEDS

Factors	Means for populars	SD	Means for Neglecteds	SD	t	Remarks
A	7.5	1.3	2.9	1.3	2.15	s
B	7.0	1.7	3.5	1.0	2.35	s
C	3.5	1.9	6.3	1.2	1.71	ns
E	8.0	1.7	7.3	0.4	1.11	ns
F	7.3	2.0	2.1	1.0	2.34	s
G	3.2	1.9	1.3	1.2	1.51	ns
H	8.7	1.0	2.5	1.7	2.78	s
I	3.1	1.0	7.5	1.1	2.71	s
L	5.2	1.3	6.0	1.1	1.71	ns
M	7.6	1.0	3.1	1.3	2.73	s
N	6.5	2.0	4.1	1.6	1.57	ns
O	3.8	1.3	6.3	1.3	1.72	ns
Q1	4.5	1.0	7.5	1.1	2.81	s
Q2	6.0	1.9	7.3	1.0	1.11	ns
Q3	7.3	1.1	2.1	1.3	2.58	s
Q4	3.7	1.1	6.5	1.2	3.00	s

TABLE-6.1. FACTOR-TO-FACTOR COMPARISON:  
POPULARS VS. ISOLATES

---

Factors	Means for Populars	SD	Means for Isolates	SD	t	Remarks
A	7.5	1.3	1.3	1.0	2.78	s
B	7.0	1.7	4.3	1.3	2.93	s
C	3.5	1.9	5.3	1.0	1.79	ns
E	8.0	1.7	6.5	1.7	1.56	ns
F	7.3	2.0	2.5	1.2	2.78	s
G	3.2	1.9	3.4	1.3	1.24	ns
H	8.7	1.0	4.3	1.1	2.93	s
I	3.1	1.0	8.0	1.1	2.91	s
L	5.2	1.3	7.3	1.2	1.96	ns
M	7.6	1.0	2.5	1.7	2.53	s
N	6.5	2.0	8.0	1.2	1.73	ns
J	3.8	1.3	7.3	1.1	2.10	ns
Q1	4.5	1.0	7.2	1.1	1.73	ns
Q2	6.0	1.9	6.3	1.3	1.91	ns
Q3	7.3	1.1	2.7	1.5	2.78	s
Q4	3.7	1.1	7.6	1.7	2.93	s

TABLE-6.2 FACTOR-TO-FACTOR COMPARISON:  
NEGLECTEES Vs. ISOLATES

Factors	Means for Neglectees	SD	Means for Isolates	SD	t	Remarks
A	2.9	1.3	1.3	1.0	1.35	ns
B	7.5	1.0	4.3	1.3	2.35	s
C	6.3	1.2	5.3	1.0	1.11	ns
E	7.3	0.4	6.5	1.7	1.71	ns
F	2.1	1.0	2.5	1.2	0.32	ns
G	1.3	1.2	3.4	1.3	0.41	ns
H	2.5	1.7	4.3	1.1	1.11	ns
I	7.5	1.1	8.0	1.1	1.71	ns
J	6.0	1.1	7.3	1.2	1.31	ns
M	3.1	1.3	2.5	1.7	1.11	ns
N	4.1	1.6	8.0	1.2	2.73	s
O	6.3	1.3	7.3	1.1	1.11	ns
Q1	7.5	1.1	7.2	1.1	1.00	ns
Q2	7.3	1.9	6.3	1.3	1.71	ns
Q3	2.1	1.1	2.7	1.5	0.42	ns
Q4	6.5	1.1	7.6	1.7	1.12	ns



**Table-6. Compares populars with Neglectees**

Striking differences are noted on 'A', 'B', 'H', 'I', M, Q1, Q3 and Q4. Populars are out-going and neglectees, depressive. Populars are socially bold and neglectees are shy, populars are imaginative, neglectees are conventional, populars are relaxed and neglectees are tense.

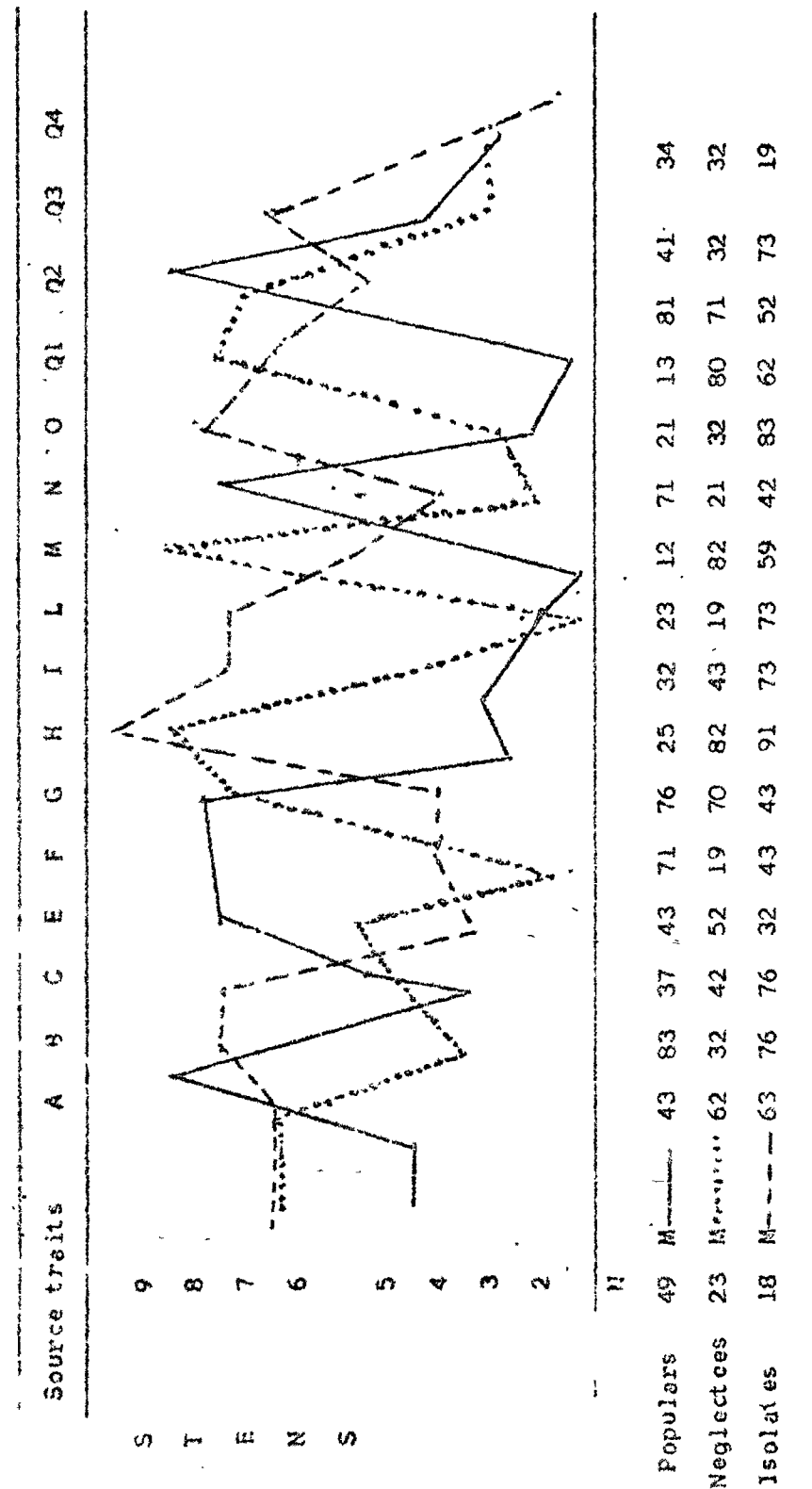
Table 6.1, reveals that populars and Isolates are also different in personality traits. Isolates as contrasted to populars are markedly cool, dull, tense, sensitive, shy and stubborn.

In the table 6.2 Neglectees and Isolates are compared. The table shows that with respect to most of the personality traits the two groups are similar. A significant difference is observed on two factors, viz., B and H implying that Isolates are relatively bright (B+) and shrewd (H+), while neglectees are dull and forthright.

**Table-7. CONFIGURATIONAL ANALYSIS(LADAKH REGION)**

Sociometric Categories	$\sum d^2$	rp	Level of significance
Populars Vs. Neglectees	185.98	-.35	$p < .01$
Populars Vs. Isolates	203.36	-.37	$p < .01$
Neglectees Vs. Isolates	79.57	+.34	$p < .02$

FIGURE 3  
 PROFILE COMPARISON:  
 SOCIOMETRIC CATEGORIES-LADAKH SUBCULTURE



(c.f. fig. 3)

An examination of the Table 7.00<sub>2</sub> reveals the similarity and inverse similarity as existing in different sociometric categories of Ladakh region when compared amongst themselves. Populards and Neglectees are to a greater extent inversely similar in their personality profiles. The value of  $r_p = -.35$  is significant ( $P < .01$ ) and shows that the populards are having personalities quite contrary to ~~that~~<sup>these</sup> of neglectees. Similarly populards and isolates show a marked difference in their profiles. The  $r_p = -.37$  ( $P < .01$ ) reveals inversed patterns of the two group's personality configurations. Neglectees and Isolates when compared between themselves, <sup>gives</sup> the value  $r_p = +.34$  which is considerably significant ( $P < .01$ ); ~~implying that~~<sup>implies</sup> the two groups viz., Neglectees and Isolates are considerably similar in their personality patterns.

Table-8. FACTOR-TO-FACTOR COMPARISON:  
POPULARS VS. NEGLECTEES

Factors	Mean for Populards	SD	Mean for Neglectees	SD	t	Remarks
A	4.3	1.2	6.2	1.3	2.58	s
B	8.3	1.5	3.2	1.1	2.71	s
C	3.7	1.0	4.2	1.0	1.97	ns
E	4.3	1.1	5.2	1.1	1.31	ns
F	7.1	1.3	1.9	1.5	2.83	s
G	7.6	1.2	7.0	1.4	1.32	ns
H	2.5	1.0	8.2	1.1	2.91	s
I	3.2	1.8	7.3	1.0	1.72	ns
L	7.3	1.1	1.9	1.2	2.98	s
M	1.2	1.2	3.2	2.1	1.22	ns
N	7.1	1.7	2.1	1.0	2.97	s
O	2.1	1.3	8.2	1.9	2.99	s
Q1	1.3	1.7	8.0	1.3	2.92	s
Q2	8.1	1.2	7.1	1.2	2.78	s
Q3	4.1	1.1	3.2	1.1	1.31	ns
Q4	3.4	1.1	3.2	1.6	1.18	ns

TABLE-8.1 FACTOR-T)-FACTOR COMPARISON:  
POPULARS VS. ISOLATES

Factors	Means for Populars	SD	Means for Isolates	SD	t	Remarks
A	4.8	1.2	6.3	1.0	2.37	s
B	8.3	1.5	3.6	1.1	2.59	s
C	3.7	1.0	7.6	1.3	2.71	s
E	4.3	1.1	7.3	1.2	1.21	ns
F	7.1	1.3	3.2	1.1	2.75	s
G	7.6	1.2	4.3	1.6	2.59	is
H	7.5	1.0	4.3	1.2	1.32	ns
I	3.2	1.8	4.1	1.0	1.21	ns
L	2.3	1.1	7.3	1.1	2.56	s
M	1.2	1.2	4.3	1.3	1.31	ns
N	7.1	1.7	5.9	1.4	1.41	ns
O	7.1	1.3	4.2	1.1	2.97	s
Q1	1.3	1.7	8.3	1.0	2.97	s
Q2	3.1	1.2	6.2	1.1	2.97	is
Q3	4.1	1.1	5.2	1.2	1.81	ns
Q4	3.4	1.1	1.9	1.0	1.32	ns

TABLE-8.2 FACTOR-TO-FACTOR COMPARISON  
NEGLECTEES VS. ISOLATES

Factors	Means for Neglectees	SD	Means for Isolates	SD	t	Remarks
A	6.2	1.3	5.3	1.0	1.31	ns
B	3.2	1.1	3.6	1.1	1.11	ns
C	4.2	1.10	7.6	1.3	2.75	s
E	5.2	1.1	7.3	1.2	1.12	ns
F	1.9	1.5	3.4	1.1	1.37	ns
G	7.0	1.4	4.3	1.6	2.59	s
H	3.2	1.1	4.3	1.2	1.31	ns
I	4.3	1.0	4.1	1.0	1.31	ns
L	1.9	1.2	7.3	1.1	2.71	s
M	3.2	2.1	4.3	1.3	1.35	ns
N	2.1	1.0	5.9	1.7	1.31	ns
O	3.2	1.9	4.2	1.1	1.91	ns
Q1	8.0	1.3	8.3	1.0	1.78	ns
Q2	7.1	1.2	6.2	1.1	1.11	ns
Q3	3.2	1.1	5.2	1.2	1.12	ns
Q4	3.2	1.6	1.9	1.0	1.37	ns

Table 8.00 presents a factor-to-factor comparison of populars and Neglectees from Ladakh. It is seen that the populars emerge with a peculiar pattern of personality as compared with the neglectees. They are strikingly cool (A-), impulsive (F+), suspicious (L+), shrewd (N+), self-assured (O-), conservative (Q1-), and controlled. On the contrary Neglectees are warmhearted (A+), sober (F-), socially bold (H+), trusting (E-), natural (N-), liberal (Q1+), and careless of protocol (Q3-). Similarly a comparison between Isolates and populars (table 8.1) shows that populars are more intelligent (B+), less emotionally tense (C-), impulsive (F+), rule bound (G+), suspicious (L+), shrewd (N+) and conservative (Q1-). Isolates are more similar to neglectees, they are dull (B-), socially bold (H+), out-going (A+), suspicious (L+), self-assured (O-), liberal (Q1+) and preferring own decisions (Q2+).

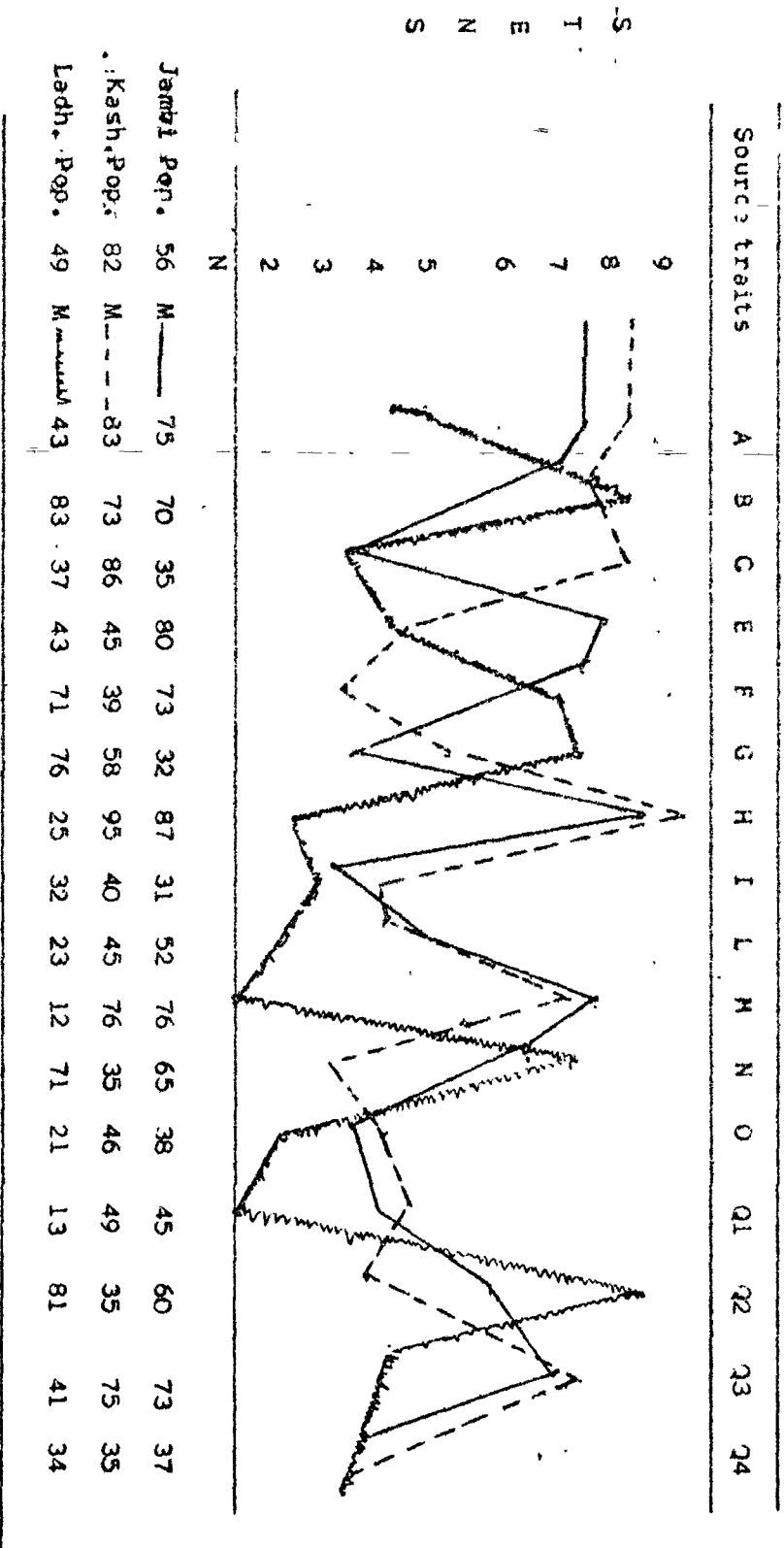
Neglectees and Isolates are possessing more similar than inversely dissimilar patterns. They are out-going (A+), socially bold (H+), not rule bound (G-), not conservative (Q1+) are suspicious (L+) and feel relaxed (Q4-).

TABLE-9. INTER-CULTURE- CONFIGURATIONAL ANALYSIS

Sociometric Categories	$\Sigma d^2$	rp	level of significance
Jammu Pop.V.Kashmiri Pop.	76.25	+.37	$P < .01$
Jammu Pop.V.Kashmiri Neg.	159.30	-.25	$P < .05$
Jammu Pop.V.Kashmiri Iso.	191.01	-.28	$P < .02$
Jammu Neg.V.Kashmiri Pop.	212.05	-.31	$P < .01$
Jammu Neg.V.Kashmiri Neg.	130.36	+.25	$P < .05$
Jammu Neg.V.Kashmiri Iso.	101.05	+.27	$P < .01$
Jammu Iso.V.Kashmiri Pop.	238.63	-.34	$P < .01$
Jammu Iso.V.Kashmiri Neg.	92.05	+.34	$P < .01$
Jammu Iso.V.Kashmiri Iso.	91.92	+.34	$P < .01$

In the table 9.00 a comparison of the profiles of different sociometric categories drawn from different subcultures is presented. A comparison of Jamvi populers with Kashmiri populers shows that  $rp = +.37$  ( $P < .01$ ) is significant and that the two groups are considerably similar. Jamvi populers when compared to Kashmiri Neglectees are found to have some inversed similarity in personality profiles ( $rp = -.25$ ,  $P < .05$ ). A comparison of Jamvi populers with Kashmiri Isolates reveals that the two groups have personality configurations that are to some extent inversely similar to each other ( $rp = -.28$ ,  $P < .02$ ). Jamvi Neglectees and Kashmiri populers also show reversed pattern of personality configuration ( $rp = -.31$ ,  $P < .02$ ). A comparison of Jamvi neglectees with their Kashmiri counter-parts shows that the both possess some similarity in their profiles ( $rp = +.25$ ,  $P < .02$ ). Again, Jamvi neglectees and Kashmiri isolates do not

Figure 4  
Interculture Profile Comparison:  
( Populars )





show any striking dissimilarities in their profiles ( $r_p = +.27$ ,  $p < .01$ ). Comparison between Jamvi Isolates and Kashmiri populars reveals that the groups are inversely similar ( $r_p = -.37$ ,  $P < .01$ ). On the other hand Isolates and Neglectees are considerably similar ( $r_p = +.34$ ,  $P < .01$ ). Jamvi Isolates and Kashmiri are also similar ( $r_p = +.34$ ,  $P < .01$ ).

FACTOR-TO-FACTOR COMPARISON:

TABLE-10. JAMMU POPULARS VS. KASHMIRI POPULARS

Factors	Means for Jammu Pop.	SD	Means for Kashmiri Pop.	SD	t	Remarks
A	7.5	1.3	8.3	1.9	1.31	ns
B	7.0	1.7	7.4	1.7	1.17	ns
C	3.5	1.9	8.6	1.3	2.58	s
E	8.0	1.7	4.5	1.2	2.73	s
F	7.3	2.0	3.9	1.7	2.97	s
G	3.2	1.9	5.8	1.5	1.21	ns
H	8.7	1.8	9.5	1.7	1.91	ns
I	3.1	1.0	4.0	1.9	1.37	ns
L	5.2	1.3	4.5	1.3	1.31	ns
M	7.6	1.0	7.6	1.2	1.19	ns
N	6.5	2.0	3.5	1.7	2.59	s
O	3.8	1.3	4.6	1.2	1.31	ns
Q1	4.5	1.0	4.9	1.1	1.11	ns
Q2	6.0	1.9	3.5	1.7	2.78	s
Q3	7.3	1.1	7.5	1.8	1.21	ns
Q4	3.7	1.1	3.5	1.6	1.13	ns

TABLE-10.1. JAMMU POPULARS VS. KASHMIRI NEGLECTEES

Factors	Means for Jammu Pop.	SD	Means for Kash.Neg.	SD	t	Remarks
A	7.5	1.3	2.3	2.3	2.78	s
B	7.0	1.7	3.1	2.0	2.91	s
C	3.5	1.9	7.5	1.9	2.59	s
E	8.0	1.7	7.4	2.1	1.31	ns
F	7.3	2.0	5.3	1.8	1.21	ns
G	3.2	1.9	7.4	1.5	2.59	s
H	8.7	1.0	3.2	2.9	2.51	s
I	3.1	1.0	2.0	1.6	1.11	ns
L	5.2	1.3	7.0	1.3	1.17	ns
M	7.6	1.0	4.0	1.7	1.20	ns
N	6.5	2.0	5.9	1.8	1.17	ns
O	3.8	1.3	4.3	1.3	1.16	ns
Q1	4.5	1.0	7.5	1.7	2.82	s
Q2	6.0	1.9	3.2	1.5	2.78	s
Q3	7.3	1.1	3.5	1.9	2.90	s
Q4	3.7	1.1	5.0	1.4	2.67	s

TABLE-10.2 JAMMU POPULARS VS. KASHMIRI ISOLATES

Factors	Means for Jammu Pop.	SD	Means for Kash. Iso.	SD	T	Remarks
A	7.5	1.3	2.5	1.5	2.59	s
B	7.0	1.7	7.3	1.7	1.11	ns
C	3.5	1.9	2.5	1.3	1.31	ns
E	8.0	1.7	8.3	2.0	1.16	ns
F	7.3	2.0	1.8	1.9	2.91	s
G	3.2	1.9	8.3	1.0	2.72	s
H	8.7	1.0	2.3	1.0	2.81	s
I	3.1	1.0	3.5	1.5	1.17	ns
L	5.2	1.3	7.6	1.7	1.16	ns
M	7.6	1.0	2.3	1.2	2.58	s
N	6.5	2.0	7.8	1.1	1.11	ns
O	3.8	1.3	8.3	1.7	2.59	s
Q1	4.5	1.0	7.3	1.8	2.59	s
Q2	6.0	1.9	7.5	1.9	1.19	ns
Q3	7.3	1.1	3.7	1.0	2.77	s
Q4	3.7	1.1	7.6	1.0	2.78	s

TABLE-10.3 JAMMU NEGLECTEES VS. KASHMIRI POPULARS

Factors	Means for Jammu Neg.	SD	Means for Kash.Pop.	SD	t	Remarks
A	2.9	1.3	8.3	1.9	3.0	s
B	7.5	1.0	7.4	1.8	1.11	ns
C	6.3	1.2	8.6	1.9	1.16	ns
E	7.3	0.4	4.5	2.0	2.57	s
F	2.1	1.0	3.9	1.3	1.11	ns
G	1.3	1.2	3.8	1.8	2.92	s
H	2.5	1.7	9.5	1.9	2.85	s
I	7.5	1.1	4.0	2.0	2.95	s
L	6.0	1.1	4.5	1.7	1.11	ns
M	3.1	1.3	7.6	1.9	3.00	s
N	4.1	1.6	3.9	1.6	1.11	ns
O	6.3	1.3	4.6	1.2	1.11	ns
Q1	7.5	1.1	4.9	1.7	2.57	s
Q2	7.3	1.0	3.5	1.3	2.67	s
Q3	2.1	1.3	7.5	1.9	2.68	s
Q4	6.5	1.2	3.5	2.0	2.71	s

TABLE-10.4 JAMMU NEGLECTEES VS. KASHMIRI NEGLECTEES

Factors	Means for Jammu Neg.	SD	Means for Kash.Neg.	SD	t	Remarks
A	2.9	1.3	2.3	2.3	1.31	ns
B	7.5	1.0	3.1	2.0	2.95	s
C	6.3	1.2	7.5	1.9	1.11	ns
E	7.3	0.4	7.4	2.1	1.15	ns
F	2.1	1.0	5.3	1.8	1.31	ns
G	1.3	1.2	7.4	1.5	2.91	s
H	2.5	1.7	3.2	2.5	1.17	ns
I	7.5	1.1	2.0	1.6	2.75	s
L	6.0	1.1	7.0	1.3	1.10	ns
M	3.1	1.3	4.0	1.7	1.8	ns
N	4.1	1.6	5.9	1.8	1.11	ns
O	6.3	1.3	4.3	1.3	1.31	ns
Q1	7.5	1.1	7.5	1.7	1.32	ns
Q2	7.3	1.0	3.2	1.5	2.79	s
Q3	2.1	1.3	3.8	1.9	1.11	ns
Q4	6.5	1.2	5.0	1.4	1.21	ns

TABLE-10.5 JAMMU NEGLECTEES VS. KASHMIRI ISOLATES

Factors	Means for Jammu Neg.	SD	Means for Kash. Iso.	SD	t	Remarks
A	2.9	1.3	2.5	1.5	1.11	ns
B	7.5	1.0	7.3	1.7	1.21	ns
C	6.3	1.2	2.5	1.3	2.71	s
E	7.3	0.4	8.3	2.0	1.19	ns
F	2.1	1.0	1.8	1.9	1.13	ns
G	1.3	1.2	8.3	1.4	2.91	s
H	2.5	1.7	2.3	1.0	1.21	ns
I	7.5	1.1	3.5	1.5	2.92	s
L	6.0	1.1	7.6	1.7	1.11	ns
M	3.1	1.3	2.3	1.2	1.17	ns
N	4.1	1.6	7.8	1.1	2.78	s
O	6.3	1.3	8.3	1.7	1.10	ns
Q1	7.5	1.1	7.3	1.8	1.21	ns
Q2	7.3	1.10	7.5	1.9	1.31	ns
Q3	2.1	1.3	3.7	1.0	1.21	ns
Q4	6.5	1.2	7.6	1.0	1.18	ns

TABLE-10.6 JAMMU ISOLATES VS. KASHMIRI POPULARS

Factors	Means for Jammu Iso.	SD	Means for Kash.Pop.	SD	t	Remarks
A	1.3	1.0	8.3	1.9	2.78	s
B	4.3	1.3	7.4	1.8	2.91	s
C	5.3	1.0	8.6	1.5	2.59	s
E	6.5	1.7	4.5	2.0	2.72	s
F	2.5	1.2	3.9	1.3	1.11	ns
G	3.4	1.3	5.8	1.8	1.17	ns
H	4.3	1.1	9.5	1.9	2.82	s
I	8.0	1.1	4.0	2.0	2.91	s
L	7.3	1.2	4.5	1.7	2.58	s
M	2.5	1.7	7.6	1.9	2.72	s
N	8.0	1.2	3.5	1.6	2.75	s
O	7.3	1.1	4.6	1.2	2.82	s
Q1	7.2	1.1	6.0	1.7	1.11	ns
Q2	6.3	1.3	3.5	1.3	1.12	ns
Q3	2.7	1.5	7.5	1.9	2.78	s
Q4	7.6	1.7	3.5	2.0	2.97	s

vs.  
TABLE-10.7 JAMMU ISOLATES/KASHMIR NEGLECTEDS

Factors	Means for Jammu Iso.	SD	Means for Kash.Neg.	SD	t	Remarks
A	1.3	1.0	2.3	2.3	1.11	ns
B	4.3	1.3	3.1	2.0	1.17	ns
C	5.3	1.0	7.5	1.9	1.26	ns
E	6.5	1.7	7.4	2.1	1.31	ns
F	2.5	1.2	5.3	1.8	1.11	ns
G	3.4	1.3	7.4	1.5	2.59	s
H	4.3	1.1	3.2	2.5	1.10	ns
I	8.0	1.1	2.0	1.6	2.78	s
L	7.3	1.2	7.0	1.3	1.12	ns
M	2.5	1.7	4.0	1.7	1.19	ns
N	8.0	1.2	5.9	1.0	2.91	s
O	7.3	1.1	4.3	1.3	1.31	s
Q1	7.2	1.1	7.5	1.7	1.27	ns
Q2	6.3	1.3	3.2	1.5	2.93	s
Q3	2.7	1.5	3.8	1.9	1.12	ns
Q4	7.6	1.7	5.0	1.4	1.21	ns



TABLE 10.8 JAMMU ISOLATES VS. KASHMIRI ISOLATES

Factors	Means for Jammu Isolates	SD	Means for Kash-Iso.	SD	t	Remarks
A	1.3	1.0	2.5	1.5	1.11	ns
B	4.3	1.3	7.3	1.7	2.71	s
C	5.3	1.0	2.5	1.3	1.17	ns
E	6.5	1.7	8.3	2.0	1.21	ns
F	2.5	1.2	1.8	1.9	1.32	ns
G	3.4	1.3	8.3	1.4	2.72	s
H	4.3	1.1	2.3	1.0	1.11	ns
I	8.0	1.1	3.5	1.5	2.75	s
L	7.3	1.2	7.6	1.7	1.16	ns
M	2.5	1.7	2.3	1.2	1.17	ns
N	8.0	1.2	7.8	1.1	1.11	ns
O	7.3	1.1	8.3	1.7	1.32	ns
Q1	7.2	1.1	7.3	1.8	1.21	ns
Q2	6.3	1.3	7.5	1.9	1.17	ns
Q3	2.7	1.5	3.7	1.0	1.19	ns
Q4	7.6	1.7	7.6	1.0	1.21	ns

Table-10.00 compares Jammu Populans with their counterparts viz., Kashmiri populans. It is found that both are warmhearted (A+), intelligent (B+), Expedient (G-), Socially bold (H+), trusting (L-), Imaginative (M+), controlled (Q3+) and relaxed (Q4-). However there are difference on some factors, whereas Kashmiries are emotionally stable (C+) Jamvis are emotionally less stable (C-); Jamvis are assertive (E+), but Kashmiries are humble (E-). Further, Jamvis are more happy (G+), and self-sufficient (Q2+).

Table 10.1 compares Jamvi populans with Kashmiri Neglectees. The factors where the two groups are different are A, B, C, G, H, Q1, Q2, Q3, and Q4. Jamvi populans are out-going, bright, emotionally stable, free, socially bold, tolerant, self-sufficient, controlled and relaxed. Two groups are, however, equally assertive (E+), self-reliant, (L-), confident (O-) and calculating (N+).

Table 10.2 presents a comparison of Jamvi populans with those Kashmiri Isolates. It seems that the two groups are sharply different in personalities. Marked differences are that Kashmiri Isolates are cool (A-) serious (F-), shy (H-), conventional (M-), apprehensive (J+) and tense (Q4-). But both are equally bright (B+), assertive (E+), liberal (Q2+).

In the table 10.3, Jamvi Neglectees are compared with Kashmiri populars. It seems that the Jammvi Neglectees are sharply different from Kashmiri populars. Jammvi Neglectees are mostly cool (A-), aggressive (E+), careless (H-), dependent (L+), conventional (M-), critical (Q1+), and tense (Q4+).

Table 10.4 presents a comparison of Jammvi Neglectees and Kashmiri Neglectees. Both seem to share many traits in common. Both are apathetic (A-), emotionally less stable (C-), serious (F-) and tense (Q4+). Jammvi Neglectees are, however, more conscientious (G+), more sensitive (L+), and more intelligent (B+).

In table 10.5 Jamvi Neglectees are compared with Kashmiri Isolates. These two groups are also similar in many respects. They both are cool (A-), emotionally less stable (C-), tense (Q4+), conservative (Q1-), shy (H-) and apprehensive (Q4). Differences are found to the extent that Jamvi neglectees are more happy (F+), more tender minded (I+), and more shrewd (N+).

Table 10.6 compares Jamvi Isolates with Kashmiri populars. Both groups are cool (A-) shrewd (N+), tense (Q4+), critical (Q1+) and timid (H-). Both share soborness (F-), and submission to group (Q2-).

Table -10.7 draws a comparison between Jamvi Isolates and Kashmiri Neglectees. It is observed that both are equally cool (A-), dull (B-), emotionally less stable (C-), shy (H-), suspicious (I+), conventional (M-), critical (Q1+) and tense (Q4+). Differences are found in that Jamvi Isolates are more free (G-), more tender minded (L+), more shrewd (N+) and more self-sufficient (Q2+).

Finally table 10.8 makes a comparison between Jamvi Isolates and Kashmiri Isolates. It is obvious from the table that the two groups are more similar in their personality characteristics. They are equally less warm-hearted (A-), emotionally less stable (C-), critical (Q1+), apprehensive (J+), tense (Q4+), shy (H-), conventional (M-), shrewd (N+) and critical (Q2+). Kashmiri Isolates are, however, more intelligent (B+), more conscientious (G+), and more self-reliant (I+).

TABLE-11 INTERCULTURE-CONFIGURATIONAL ANALYSIS

Sociometric categories	$\sum d^2$	rp	level of significance
Jammu Pop.V.Ladakhi populars	85.5	-.32	$P < .01$
Jammu Pop.V.Ladakhi Neglectees	169.3	-.13	Not significant
Jammu Pop.V.Ladakhi Isolates	210.3	-.35	$P < .01$
Jammu Neg.V.Ladakhi Populare	219.0	-.34	$P < .01$
Jammu Neg.V.Ladakhi Neglectees	117.8	+.17	not significant
Jammu Neg.V.Ladakhi Isolates	92.6	+.19	not significant
Jammu Iso.V.Ladakhi Populare	187.6	+.34	$P < .01$
Jammu Iso.V.Ladakhi Neglectees	136.1	+.18	Not significant
Jammu Iso.V.Ladakhi Isolates	191.0	-.57	$P < .01$

An examination of table 11.00 reveals that Jamvi populars are markedly different from their counterparts from ladakh ( $rp = -.32$ ,  $P < .01$ ). A  $rp$  value of  $-.13$  in case of Jamvi populars and ladakhi neglectees suggest that there exists no systematic relationship between the personality profiles of those two groups ( $P < .10$ ). A comparison of Jamvi populars with ladakhi isolates suggest that the two groups are inversely similar to a considerable extent ( $rp = -.35$ ,  $P < .01$ ). Jamvi neglectees and ladakhi populars are also inversely similar ( $rp = -.34$ ,  $P < .01$ ). Jamvi neglectees and ladakhi neglectees have no more than chance similarity ( $rp = +.17$ ,  $P < .10$ ). Again, the isolates of the two regions show no more than chance similarity ( $rp = +.19$ ,  $P < .10$ ). Jamvi isolates and ladakhi populars are two different groups in terms of their personality configurations. ( $rp = -.34$ ,  $P < .01$ ). Jamvi isolates and ladakhi neglectees bear no more than chance similarity ( $rp = +.18$ ,  $P < .10$ ). But Jamvi isolates and Ladakhi Isolates are considerably but inversely similar in their personality profiles ( $rp = -.57$ ,  $P < .01$ ).

Figure 5  
Interculture Profile Comparison:  
(Neglectees)

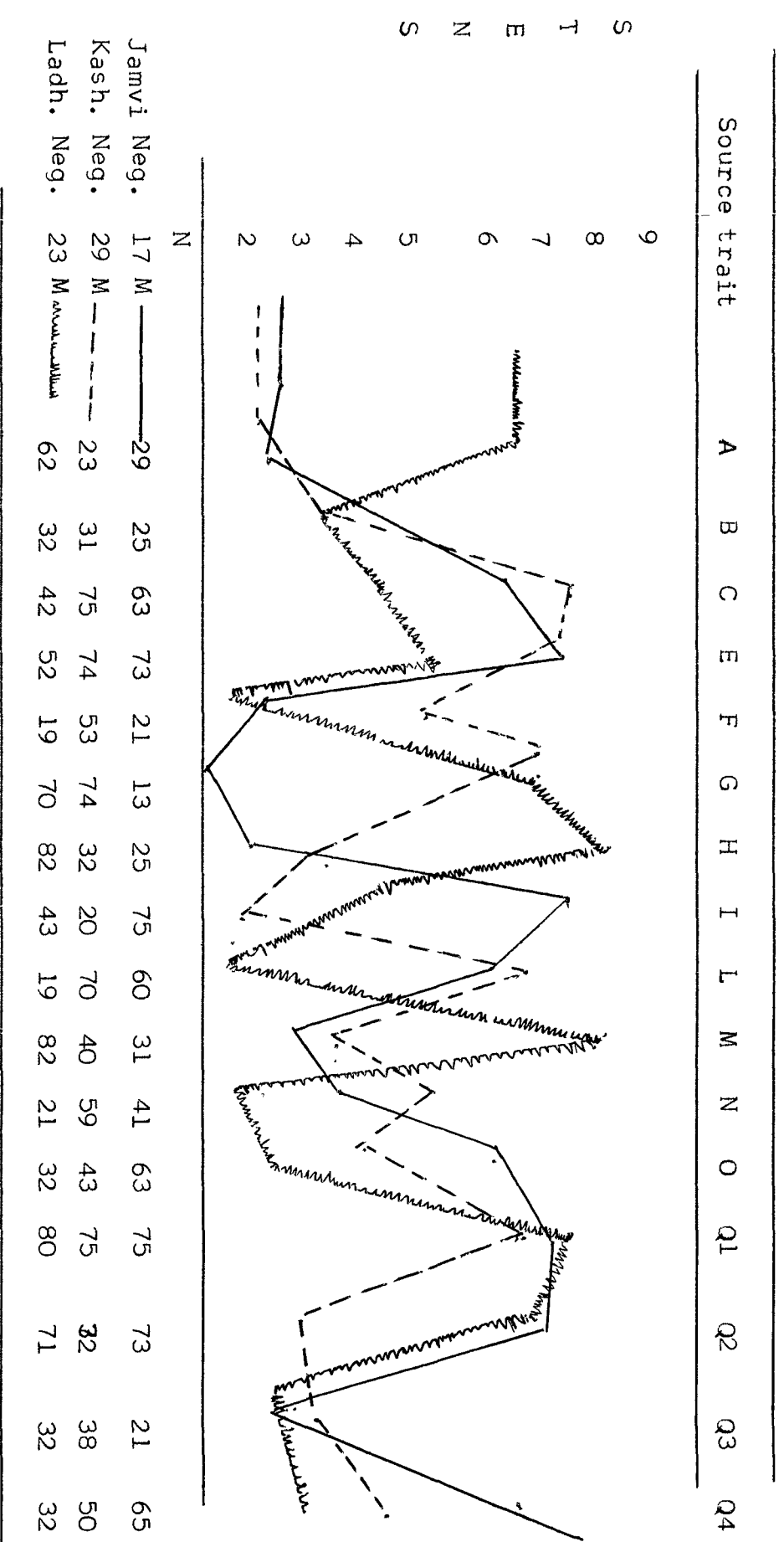


TABLE-12.00 FACTOR-TO-FACTOR COMPARISON:

JAMMU POPULARS VS. LADAKHI POPULARS

Factors	Means for Jammu Pop.	SD	Means for Ladakhi Pop.	SD	t.	Remarks
A	7.5	1.3	4.3	1.2	2.58	s
B	7.0	1.7	8.3	1.5	1.31	ns
C	3.5	1.9	3.7	1.0	1.16	ns
E	8.0	1.7	4.3	1.1	2.81	s
F	7.3	2.0	7.1	1.3	1.18	ns
G	3.2	1.9	7.6	1.2	2.91	s
H	8.7	1.0	7.5	1.0	1.11	ns
I	3.1	1.0	3.2	1.8	1.17	ns
L	5.2	1.3	2.3	1.1	1.11	ns
M	7.6	1.0	1.2	1.2	2.59	s
N	6.5	2.0	7.1	1.7	1.17	ns
O	3.8	1.3	7.1	1.3	2.85	s
Q1	4.5	1.0	1.3	1.7	1.71	ns
Q2	6.0	1.9	3.1	1.2	2.64	s
Q3	7.3	1.1	4.1	1.1	1.17	ns
Q4	3.7	1.1	8.4	1.1	2.73	s

TABLE-12.1 JAMMU POPULARS VS. LADAKHI NEGLECTEES

Factors	Means for Jammu Pop.	SD	Means for Ladakhi Neg.	SD	t	Remarks
A	7.5	1.3	6.2	1.1	1.17	ns
B	7.0	1.7	3.2	1.3	2.57	s
C	3.5	1.9	4.2	2.0	1.11	ns
E	8.0	1.7	5.2	1.0	2.81	s
F	7.3	2.0	1.9	1.1	2.84	s
G	3.2	1.9	7.0	1.3	2.59	s
H	8.7	1.0	3.2	1.0	2.57	s
I	3.1	1.0	4.3	1.2	1.11	ns
L	5.2	1.3	1.9	1.3	1.71	ns
M	7.6	1.0	3.2	1.0	2.59	s
N	6.5	2.0	2.1	1.3	2.59	s
J	3.8	1.3	3.2	1.3	1.91	ns
Q1	4.5	1.0	8.0	1.2	2.59	s
Q2	6.0	1.9	7.1	1.6	1.11	ns
Q3	7.3	1.1	3.2	1.5	2.71	s
Q4	3.7	1.1	3.2	1.3	1.71	ns



TABLE 12.2 JAMMU POPULARS Vs. LADAKHI ISOLATES

Factors	Means for Jammu Pop.	SD	Means for Ladakhii Iso.	SD	t	Remarks
A	7.5	1.3	5.3	1.1	1.71	ns
B	7.0	1.7	3.6	1.0	2.39	s
C	3.5	1.9	7.6	0.9	2.81	s
E	8.0	1.7	7.3	1.3	1.11	ns
F	7.3	2.0	3.2	1.0	1.17	ns
G	3.2	1.9	4.3	1.1	1.11	ns
H	8.7	1.0	4.3	1.2	2.58	s
I	3.1	1.0	4.1	1.5	1.17	ns
L	5.2	1.3	7.3	0.8	1.18	ns
M	7.6	1.0	4.3	1.1	1.17	ns
N	6.5	2.0	5.9	1.1	1.16	ns
O	3.8	1.3	4.2	1.0	1.17	ns
Q1	4.5	1.0	8.3	1.7	2.93	s
Q2	6.0	1.9	6.2	1.3	1.27	ns
Q3	7.3	1.1	5.2	1.0	1.31	ns
Q4	3.7	1.1	1.9	1.0	1.41	ns

TABLE-12.3 FACTOR-TO-FACTOR COMPARISON:  
JAMMU NEGLECTEDS VS. LADAKHI POPULARS

Factor	Means for Jammu Neg.	SD	Means for Ladakhí Pop.	SD	t	Remarks
A	2.9	1.3	4.3	1.2	1.71	ns
B	7.5	1.0	8.3	1.5	1.11	ns
C	6.3	1.2	3.7	1.0	2.59	s
E	7.3	0.4	4.3	1.1	1.11	ns
F	2.1	1.0	7.1	1.3	2.83	s
G	1.3	1.2	7.6	1.2	2.81	s
H	2.5	1.7	7.5	1.0	2.58	s
I	7.5	1.1	3.2	1.8	2.61	s
L	6.0	1.1	2.3	1.1	2.71	s
M	3.1	1.1	1.2	1.2	1.17	ns
N	4.1	1.3	7.1	1.7	1.11	ns
O	6.3	1.6	7.1	1.3	1.11	ns
Q1	7.5	1.3	1.3	1.7	2.59	s
Q2	7.3	1.1	3.1	1.2	2.81	s
Q3	2.1	1.0	4.5	1.1	1.11	ns
Q4	6.5	1.2	3.4	1.1	2.58	s

TABLE-12.4 JAMMU NEGLECTS VS. LADAKHI NEGLECTS

Factors	Means for Jammu Neg.	SD	Means for Ladakh Neg.	SD	t	Remarks
A	2.9	1.3	6.2	1.1	2.59	s
B	7.5	1.0	3.2	1.3	2.71	s
C	6.3	1.2	4.2	2.0	1.11	ns
E	7.3	0.4	5.2	1.0	1.11	ns
F	2.1	1.0	1.9	1.1	1.17	ns
G	1.3	1.2	7.0	1.3	2.72	s
H	2.5	1.7	3.2	1.0	1.31	ns
I	7.5	1.1	4.3	1.2	1.71	ns
L	6.0	1.1	1.9	1.0	2.64	s
M	3.1	1.1	3.2	1.0	2.71	s
N	4.1	1.3	2.1	1.3	1.11	ns
O	6.3	1.6	3.2	1.3	1.71	ns
Q1	7.5	1.3	8.0	1.2	1.91	ns
Q2	7.3	1.1	7.1	1.6	1.11	ns
Q3	2.1	1.8	3.2	1.5	1.17	ns
Q4	6.5	1.2	3.2	1.3	2.91	s

TABLE-12.5 JAMMU NEGLECTERS VS, LADAKHI ISOLATES

Factors	Means for Jammu Neg.	SD	Means for Ladakh Iso.	SD	t	Remarks
A	2.9	1.3	8.3	1.1	2.91	s
B	7.5	1.0	3.6	1.0	2.59	s
C	6.3	1.2	7.6	1.1	1.17	ns
E	7.3	0.4	7.3	1.3	1.31	ns
F	2.1	1.0	3.2	1.0	1.41	ns
G	1.3	1.2	4.3	1.1	1.17	ns
H	2.5	1.7	7.3	1.2	2.71	s
I	7.5	1.1	4.1	1.5	2.59	s
L	6.0	1.1	7.3	1.3	1.31	ns
M	3.1	1.1	4.3	1.1	1.71	ns
N	4.1	1.3	5.9	1.1	1.21	ns
O	6.3	1.1	4.2	1.0	1.11	ns
Q1	7.5	1.9	8.3	1.7	1.13	ns
Q2	7.3	1.2	6.2	1.3	1.17	ns
Q3	2.1	1.6	5.2	1.1	1.18	ns
Q4	6.5	1.2	1.9	1.1	2.59	s

TABLE-12.6 JAMMU ISOLATES VS. LADAKHI POPULANS

Factors	Means for Jammu Iso.	SD	Means for Ladakh Pop.	SD	t	Remarks
A	1.3	1.0	4.3	1.2	1.11	ns
B	4.3	1.3	8.3	1.5	2.59	s
C	5.3	1.3	3.7	1.0	1.21	ns
E	5.3	1.0	4.3	1.1	1.11	ns
F	6.5	1.7	7.1	1.3	1.17	ns
G	2.5	1.2	7.6	1.2	2.59	s
H	4.3	1.1	7.9	1.0	2.71	s
I	8.0	1.1	3.2	1.9	2.73	s
L	7.3	1.2	2.3	1.1	2.59	s
M	2.5	1.7	1.2	1.2	1.32	ns
N	8.0	1.2	7.1	1.7	1.71	ns
J	7.3	1.1	7.1	1.3	1.11	ns
Q1	7.2	1.1	1.3	1.7	2.65	s
Q2	6.3	1.3	3.1	1.2	2.92	s
Q3	2.7	1.5	4.5	1.1	1.71	ns
Q4	7.6	1.7	3.4	1.1	2.59	s

TABLE-12.7 JAMMU ISOLATES VS. LADAKHI NEGLECTEES

Factors	Means for Jammu Iso	SD	Means for Ladakh Neg.	SD	t	Remarks
A	1.3	1.0	6.2	1.1	2.62	s
B	4.3	1.3	3.2	1.3	1.31	ns
C	5.3	1.3	4.2	2.0	1.21	ns
E	5.3	1.0	5.2	1.0	1.11	ns
F	6.5	1.7	1.9	1.1	2.59	s
G	2.5	1.2	7.0	1.3	2.63	s
H	4.3	1.1	3.2	1.0	1.21	ns
I	8.0	1.1	4.3	1.2	1.31	ns
L	7.3	1.2	1.9	1.0	2.73	s
M	2.5	1.7	3.2	1.2	1.11	ns
N	8.0	1.2	2.1	1.0	2.59	s
O	7.3	1.1	3.2	1.0	2.95	s
Q1	7.2	1.1	8.0	1.3	1.31	ns
Q2	6.3	1.3	7.1	1.3	1.11	ns
Q3	2.7	1.5	3.2	1.2	1.17	ns
Q4	7.6	1.7	3.2	1.6	2.58	s

TABLE-12.8 JAMMU ISOLATES V.S. LADAKHI ISOLATES

Factors	Means for Jammu Iso.	SD	Means for Ladakhii ISO	SD	t	Remarks
A	1.3	1.0	5.3	1.1	2.59	s
B	4.3	1.3	3.6	1.0	1.31	ns
C	5.3	1.3	7.6	0.9	1.21	ns
E	5.3	1.0	7.3	1.3	1.21	ns
F	6.3	1.7	3.2	1.0	2.73	s
G	2.5	1.2	4.3	1.1	1.36	ns
H	4.3	1.1	4.3	1.2	1.11	ns
I	8.0	1.1	4.1	1.5	2.81	s
L	7.3	1.2	7.3	1.1	1.71	ns
M	2.5	1.7	4.3	1.1	1.11	ns
N	8.0	1.2	5.9	1.1	2.58	s
O	7.3	1.1	4.2	1.2	2.91	s
Q1	7.2	1.1	8.3	1.0	1.21	ns
Q2	6.3	1.3	6.2	1.7	1.17	ns
Q3	2.7	1.5	5.2	1.3	1.11	ns
Q4	7.6	1.7	1.9	1.1	2.58	s

Table 12.00 presents a factor-to factor comparison of the personality characteristics of the Jammvi populers and the ladakhi populers. The Jammvi populers are warmhearted (A+), socially bold (H+), assertive (E+), expedient (G-), imaginative (M+), placid (J-), self-sufficient (Q2+) and relaxed (Q4-). On the contrary the ladakhi populers are cool (A-), critical (Q1+), rule bound (G+), conventional (I-) and conservative (I1-). However both are equal on intelligence (B+), both are not emotionally unstable (C-) both are happy (F+), self-reliant (F-), trusting (L-) and shrewd (N+).

Table 12.1 is a comparison of Jammvi populers and ladakhi neglectees. The characteristics in which they are different from each other are that Jammvi populers are more intelligent (B+), more assertive (E+), more happy (F+), expedient (G-) socially bold (H+), imaginative (M+) and controlled (Q3+). But the two groups are equally out-going (A+), emotionally stable (C-), realistic (I-), placid (J-), self-sufficient (Q2+) and relaxed (Q4-).

Table 12.2 draws a comparison of the Jammu populers and ladakhi isolates. It is seen that the pattern of personality emerging for the ladakhi isolates is that they are dull (B-), socially out-going (H+), socially bold (H+), experimenting (Q1+) and relaxed (Q4+). In many respects ladakhi



isolates are similar to the Jammu populars. Both are warm hearted (A+), assertive (E+), expedient (C-), tough minded (I-), free of jealousy (L-), shrewd (M+), and controlled (Q3+).

Table 12.3 compares the Jammvi Neglectees with the Ladakhi populars. As a class the Jammvi neglectees are emotionally unstable (C+), serious (F-), shy (H-), critical (Q1+) and suspicious (L+). Ladakhi populars share many of the personality traits with the Jammu neglectees: They are equally apathetic (A-), happy (F+), forthright (N-), conventional (K-) and tense (Q4+).

Table 12.4 presents the personality comparison of Jammu Neglectees and the Ladakhi Neglectees. The both groups are similar in many ways. They are emotionally less stable (C-), assertive (E+), sober (F-), shy (H-), forthright (N-), experimenting (Q1+), and self-sufficient (Q2+). Differences are found in that, the Ladakhi neglectees are socially outgoing (A+), less intelligent (B-), trusting (L-) and relaxed (Q4-).

Table 12.5 draws a comparison between the Jammvi neglectees and the Ladakhi isolates. The comparison shows that these two groups are more similar in their personality traits. Both are emotionally tense (C+),

assertive (E+), serious (F-), expedient (G-), suspicious (L+), practical (M-), and critical (Q1+). Ladakhi isolates, however, are more outgoing (A+), more intelligent (J+), tough-minded (I-), and relaxed (Q4-).

Table 12.6 compares Jammu isolates with those of the Ladakhi populars. It seems that these two groups are having much in common. They are both apathetic (A-), emotionally stable (C+), humble (E-), conventional (M-), conservative (Q1-), apprehensive (J+), undisciplined (Q3-) and shrewd (N+).

Table 12.7 is the comparison of the Jammu isolates and the Ladakhi Neglectees. Ladakhi neglectees when compared to their Jammu counterparts are more warm hearted (A+), sober (F-), conscientious (G+), forthright (N-), and self-assured (J-).

In the table 12.8 Jammu isolates and the Ladakhi isolates are compared. Besides sharing many similarities such as both being dull (B-), happy go-lucky (E+), expedient (G-), practical (M-), experimenting (Q1+) and undisciplined (Q3-), they are in some way dissimilar as well. Ladakhi isolates, for instance, are much bold-socially (H+), much out-going and warm hearted (A+), trusting (L-) and not tense (Q4-).

TABLE-13.00 INTERCULTURE CONFIGURATIONAL ANALYSIS  
(LADAKH VS. KASHMIR REGION)

Sociometric category	$\sum d^2$	rp	level of significance
Ladakhi Pop. V. Kashmiri Populars	188.16	-.34	$P < .01$
Ladakhi Pop. V. Kashmiri Neglectees	197.10	+.37	$P < .01$
Ladakhi Pop. V. Kashmiri Isolates	152.7	+.35	$P < .01$
Ladakhi Pop. V. Kashmiri Populars	152.0	+.17	$P < .10$
Ladakhi Pop. V. Kashmiri Neglectees	91.8	-.32	$P < .01$
Ladakhi Pop. V. Kashmiri Isolates	148.1	+.15	$P < .10$
Ladakhi Pop. V. Kashmiri Populars	51.0	+.37	$P < .01$
Ladakhi Pop. V. Kashmiri Neglectees	155.1	+.15	$P < .10$
Ladakhi Pop. V. Kashmiri Isolates	232.0	-.35	$P < .01$

(c.f. fig. 4)

The table 13.00 reveals that Ladakhi populars when compared with Kashmiri populars emerge as considerably but inversely similar in their personality profiles ( $r_p = -.34, P < .01$ ). Ladakhi populars and Kashmiri neglectees are markedly similar in their personalities ( $r_p = +.37, P < .01$ ). Ladakhi populars and Kashmiri isolates have similar personality configurations ( $r_p = +.35, P < .01$ ). Ladakhi neglectees and Kashmiri populars have no more than chance similarity ( $r_p = +.17, P < .10$ ). Ladakhi neglectees and Kashmiri neglectees have a marked inverse similarity in their personality profiles ( $r_p = -.32, P < .01$ ). Ladakhi neglectees and Kashmiri Isolates show no more than chance similarity in their profiles ( $r_p = +.15, P < .10$ ). Ladakhi neglectees and Kashmiri neglectees are inversely similar in their profiles ( $r_p = -.32, P < .01$ ). Ladakhi neglectees and Kashmiri isolates have no more than chance similarity in their personalities configuration ( $r_p = +.15, P < .10$ ). Ladakhi isolates and Kashmiri populars are markedly similar ( $r_p = +.37, P < .01$ ). Ladakhi isolates and Kashmiri neglectees have no more than chance similarity ( $r_p = +.15, P < .10$ ). Ladakhi isolates and Kashmiri Isolates are considerably dissimilar ( $r_p = -.35, P < .01$ ).

Figure 6  
Interculture Profile Comparison:  
(Isolates)

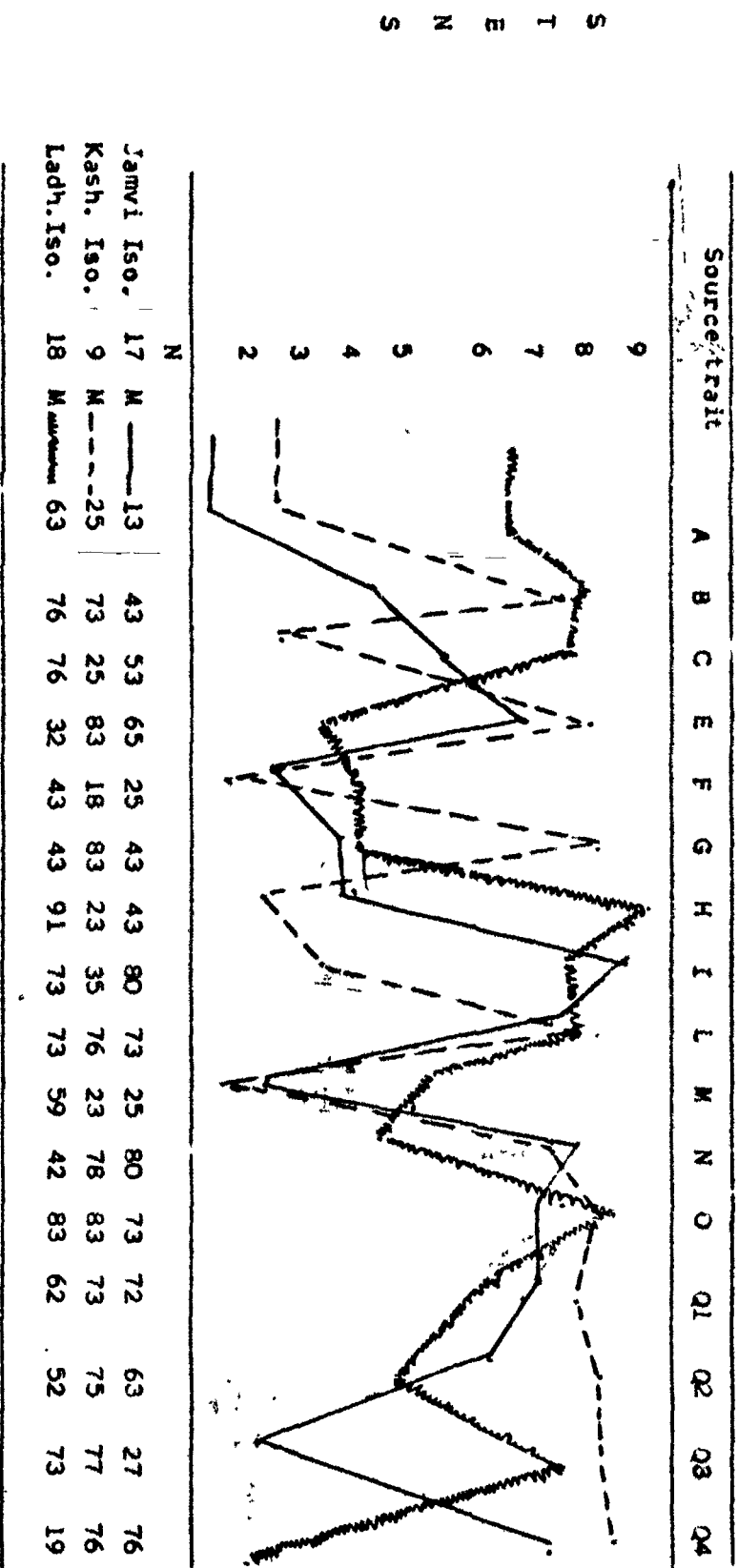


TABLE-14. INTERCULTURE FACTOR -TJ-FACTOR COMPARIS IN:  
LADAKHI POPULARS VS. KASHMIRI POPULARS

Factors	Means for Ladakhi Pop.	SD	Means for Kashmiri Pop.	SD	t	Remarks
A	4.3	1.2	8.3	1.9	2.84	s
B	8.3	1.5	7.4	1.7	1.11	ns
C	3.7	1.0	8.6	1.3	2.59	s
E	4.9	1.1	4.5	1.2	1.17	ns
F	4.1	1.3	8.9	1.7	2.74	s
G	7.6	1.2	5.8	1.5	1.31	ns
H	7.5	1.0	9.5	1.7	1.21	ns
I	3.2	1.8	4.0	1.9	1.17	ns
L	2.3	1.1	4.5	1.3	2.59	s
M	1.2	1.2	7.6	1.2	2.84	s
N	7.4	1.7	3.5	1.7	1.11	ns
O	7.1	1.3	4.6	1.2	2.92	s
Q1	1.3	1.7	4.9	1.1	1.17	ns
Q2	3.1	1.2	3.5	1.7	1.21	s
Q3	4.1	1.1	7.5	1.6	2.59	s
Q4	3.4	1.1	3.5	1.6	1.11	ns

TABLE-14.1 LADAKHI POPULARS VS. KASHMIRI NEGLECTEES

Factors	Means for Ladakhi Pop.	SD	Means for Kashmiri Neg.	SD	t	Remarks
A	4.3	1.2	2.3	2.3	1.31	ns
B	8.3	1.5	3.1	2.0	2.94	s
C	3.7	1.0	7.5	1.9	2.95	s
E	4.9	1.1	7.4	2.1	2.59	s
F	7.1	1.3	5.3	1.8	1.11	ns
G	7.6	1.2	7.4	1.5	1.21	ns
H	7.5	1.0	3.2	2.5	2.59	s
I	3.2	1.8	2.0	1.6	1.17	ns
L	2.3	1.1	7.0	1.3	2.74	s
M	1.2	1.2	8.0	1.7	2.74	s
N	7.4	1.7	5.9	1.8	1.19	ns
O	7.1	1.3	4.3	1.3	1.21	ns
Q1	1.3	1.7	7.5	1.7	2.78	s
Q2	3.1	1.2	3.2	1.5	1.21	ns
Q3	4.1	1.1	3.5	1.9	1.31	ns
Q4	3.4	1.1	5.0	1.4	1.41	ns

TABLE-14.2 LADAKHI POPULARS VS. KASHMIRI ISOLATES

Factors	Means for Ladakhi Pop.	SD	Means for Kashmiri ISO	SD	t	Remarks
A	4.3	1.2	2.5	1.15	1.90	ns
B	8.3	1.5	7.3	1.7	1.11	ns
C	3.7	1.0	2.5	1.3	1.13	ns
E	4.9	1.1	8.3	2.0	2.59	s
F	7.1	1.3	1.8	1.9	2.74	s
G	7.6	1.2	8.3	1.4	1.11	ns
H	2.5	1.0	2.3	1.0	1.59	ns
I	3.2	1.8	3.5	1.5	1.17	ns
L	2.3	1.1	7.6	1.7	2.91	s
M	1.2	1.2	2.3	1.2	1.19	ns
N	7.4	1.3	7.8	1.1	1.11	ns
O	7.1	1.7	8.3	1.7	1.41	ns
Q1	1.3	1.3	7.3	1.8	2.59	s
Q2	3.1	1.7	7.5	1.9	2.74	s
Q3	4.1	1.2	3.7	1.1	1.17	ns
Q4	3.4	1.1	7.6	1.1	2.84	s

TABLE-14.3 LADAKHI NEGLECTS VS. KASHMIRI POPULATS

Factors	Means for Ladokhi Neg.	SD	Means for Kach.Pop.	SD	t	Remarks
A	6.2	1.1	5.3	1.9	1.11	ns
B	3.2	1.3	7.4	1.7	2.59	s
C	4.2	2.0	8.6	1.3	2.71	s
E	5.0	1.0	4.5	1.2	1.73	ns
F	1.9	1.1	3.9	1.7	1.19	ns
G	7.0	1.3	5.8	1.5	2.78	ns
H	3.2	1.0	9.5	1.7	2.59	s
I	4.3	1.2	4.0	1.9	1.30	ns
L	1.9	1.0	4.5	1.2	1.11	ns
M	3.2	1.0	7.5	1.3	2.59	s
N	2.1	1.3	3.5	1.7	1.17	no
O	3.2	1.3	4.6	1.2	1.11	ns
Q1	8.0	1.2	4.9	1.1	2.90	s
Q2	7.1	1.6	3.5	1.7	2.50	s
Q3	3.2	1.5	7.5	1.8	2.74	s
Q4	3.2	1.3	3.5	1.6	1.10	ns



TABLE-14.4 LADAKHI NEGLECTEES VS. KASHMIRI NEGLECTEES

Factors	Means for Ladh.Neg.	SD	Means for Kash.Neg.	SD	t	Remarks
A	6.2	1.1	2.3	2.3	2.94	s
B	3.2	1.3	3.1	2.0	1.11	ns
C	4.2	2.0	7.5	1.9	2.84	s
E	5.0	1.0	7.4	2.1	2.71	s
F	1.9	1.1	5.3	1.8	1.11	ns
G	7.0	1.3	7.4	1.5	1.17	ns
H	3.2	1.0	3.2	2.5	1.31	ns
I	4.3	1.2	2.0	1.6	1.71	ns
L	1.9	1.0	7.0	1.3	2.74	s
M	3.2	1.0	4.0	1.7	1.31	ns
N	2.1	1.3	5.9	1.8	1.11	ns
O	3.2	1.3	4.3	1.3	1.17	ns
Q1	8.0	1.2	7.5	1.0	1.31	ns
Q2	7.1	1.6	3.2	1.5	2.94	s
Q3	3.2	1.5	3.8	1.9	1.31	ns
Q4	3.2	1.3	5.0	1.4	1.21	ns

TABLE-14.5 LADAKHI NEGLECTEES VS. KASHMIRI ISOLATES

Factors	Means for Ledh.Neg.	SD	Means for Kash. Iso.	SD	t	Remarks
A	6.2	1.1	2.5	1.5	2.59	s
B	3.2	1.3	7.3	1.7	2.70	s
C	4.2	2.0	2.5	1.3	1.11	ns
E	5.0	1.0	8.3	2.0	2.94	s
F	1.9	1.1	1.8	1.9	1.17	ns
G	7.0	1.3	8.3	1.4	1.21	ns
H	3.2	1.0	2.3	1.6	1.41	ns
I	4.3	1.2	3.5	1.5	1.31	ns
L	1.9	1.0	7.6	1.7	2.59	s
M	3.2	1.0	2.3	1.2	1.71	ns
N	2.1	1.3	7.8	1.1	2.80	s
O	3.2	1.3	8.3	1.7	2.84	s
Q1	8.0	1.2	7.3	1.8	1.11	ns
Q2	7.1	1.6	7.5	1.9	1.21	ns
Q3	3.2	1.5	3.7	1.1	1.11	ns
Q4	3.2	1.3	7.6	1.1	2.74	s

TABLE-14.6 LADAKHI ISOLATES VS. KASHMIRI POPULARS

Factors	Means for Ladh.Iso.	SD	Means for Kash.Pop.	SD	t	Remarks
A	5.3	1.1	8.3	1.9	1.11	ns
B	3.6	1.0	7.4	1.7	2.74	s
C	7.6	0.9	8.6	1.3	1.11	ns
E	7.3	1.3	4.5	1.2	2.84	s
F	3.2	1.0	3.9	1.7	1.21	ns
G	4.3	1.1	5.8	1.3	1.11	ns
H	4.3	1.2	9.5	1.7	2.78	s
I	4.1	1.5	4.0	1.9	1.11	ns
L	7.3	0.8	4.5	1.3	2.62	s
M	4.3	1.1	7.6	1.2	2.59	s
N	5.9	1.1	3.5	1.7	1.31	ns
J	4.2	1.0	4.6	1.2	1.32	ns
Q1	8.3	1.7	4.9	1.1	2.71	s
Q2	6.2	1.3	3.5	1.7	2.69	s
Q3	5.2	1.0	7.5	1.8	1.11	ns
Q4	1.9	1.0	3.5	1.6	1.71	ns

TABLE-14.7 LADAKHI ISOLATES VS. KASHMIRI NEGLECT EGGS

Factors	Means for Ladakhi Iso.	SD	Means for Kash.Neg.	SD	t	Remarks
A	5.3	2.3	2.3	1.1	1.11	ns
B	3.6	2.0	3.1	1.0	1.17	ns
C	7.6	1.9	7.5	0.9	1.42	ns
E	7.3	2.1	7.4	1.3	1.31	ns
F	3.2	1.8	5.3	1.0	1.17	ns
G	4.3	1.5	7.4	1.1	2.59	s
H	4.3	2.5	3.2	1.2	1.11	ns
I	4.1	1.6	2.0	1.5	1.20	ns
L	7.3	1.3	7.0	0.8	1.17	ns
M	4.3	1.7	4.0	1.1	1.11	ns
N	5.9	1.8	5.9	1.1	1.31	ns
O	4.2	1.3	4.3	1.0	1.31	ns
Q1	8.3	1.7	7.5	1.7	1.17	ns
Q2	6.2	1.5	3.2	1.3	2.97	s
Q3	5.2	1.9	3.8	1.0	2.71	s
Q4	1.9	1.4	5.0	1.0	2.59	s

TABLE-14.8 LADAKHI ISOLATES VS. KASHMIRI ISOLATES

Factors	Means for Ladakh Iso.	SD	Means for Kashmiri Iso.	SD	t	Remarks
A	5.3	1.1	2.5	1.5	2.59	s
B	3.6	1.0	7.3	1.7	2.58	s
C	7.6	0.9	2.5	1.3	2.91	s
E	7.3	1.3	8.3	2.0	1.17	ns
F	3.2	1.0	1.8	1.9	1.11	ns
G	4.3	1.1	8.3	1.4	2.74	s
H	4.3	1.2	2.3	1.0	1.31	ns
I	4.1	1.5	3.5	1.5	1.21	ns
L	7.3	0.8	7.6	1.7	1.17	ns
M	6.3	1.1	2.3	1.2	2.95	s
N	5.9	1.1	7.8	1.1	2.38	s
O	4.2	1.0	8.3	1.7	2.71	s
Q1	8.3	1.7	7.3	1.8	1.13	ns
Q2	6.2	1.3	7.5	1.9	1.11	ns
Q3	5.2	1.0	3.7	1.0	2.73	s
Q4	1.9	1.0	7.6	1.0	2.58	s

As compared to Kashmiri populars ( table-14.00<sup>fig-4</sup> ), the ladakhi populars are markedly cool (A-), less stable emotionally (C-), serious (F-) conventional (M-), depressive (O+), sound follower (Q3-) and Conservative (Q1-). Kashmiri populars are warm-hearted (A+), intelligent (B+), socially bold (H+), liberal (Q1+), trusting (L-), imaginative (I+) and relaxed (Q4-).

Table 14.1 compares ladakhi populars with the Kashmiri Neglectees. The comparison shows that these groups share many personality characteristics in common. For instance, both are cool (A-), unstable (C-), rule bound (G+), tough-minded (I-), shrewd (N+), placid (O-) conservative (Q1-), and not tense (Q4-).

In the table 14.2 a comparisons between the ladakhi populars and Kashmiri isolates are made. It is shown that the two groups have much in common. They are both apathetic (A-) but bright (B+), unstable (C-), conscientious (G+), tough-minded (I-), conventional (M-), shrewd (N+), apprehensive (O+) and rule bound (G+). The differences in the two groups are that Kashmiri isolates are more assertive (E+), whereas ladakhi populars are more trusting (L-), and Kashmiri Isolates are tense (Q4-) but ladakhi populars are relaxed (Q4-), ladakhi neglectees and Kashmiri populars

(table 14.3) are also similar in many respects. They are both out-going (A+), humble (E-), serious (F-), Happy-go-lucky (G+), tough minded (F-), forthright (N-), placid (D-) and relaxed (Q4-). The difference, however, is noted that Kashmiri populars are bright (3+), emotionally stable (C+), socially bold (H+), conservative (Q1-), and socially precise (Q3+).

Table 14.4 compares Ladakhi neglectees and Kashmiri neglectees. Sharp differences in their personalities are in that Ladakhi neglectees are out-going (A+), less stable (C-), mild (E-), trusting (L-), self-sufficient (Q2+), and critical (Q1+). They are similar to the extent that they are equally dull (B-), tough minded (I-), forthright (N-), placid (D-) and undisciplined (Q3-).

Table 14.5 draws a comparison of the personality characteristics of the Ladakhi neglectees and the Kashmiri Isolates. They are similar on the Factors 'C', F, G, H, I, M, Q1, Q2, Q3. That is they both are tense, sober, rulebound, shy, critical, self-sufficient and undisciplined. Differences are noted with respect to outgoingness, intelligence and assertiveness. Ladakhi neglectees are socially warm and out-going, Kashmiri Isolates are bright (B+) assertive (E+), shrewd and apprehensive, and also tense and frustrated (Q4+).

The Table 14.6 presents comparison between the Ladakhi Isolates and the Kashmiri populars. The two groups do not differ significantly on many traits. Both are warm-hearted (A+), emotionally stable (C+), sober (F-), expedient (G-), tough-minded (I-), forth right (N-), liberal (Q1+) and relaxed (Q4-). However, Kashmiri populars are more intelligent (B+), more socially bold (H+), more trusting (L-), and group minded (Q2-).

Table 14.7 compares Ladakhi Isolates with Kashmiri Neglectees. It is seen that the two groups are cool (A-), dull (B-), emotionally less stable (C-), serious (F-), shy (H-), tough minded (I-), suspicious (L+) self-assured (O-) and critical (Q1+). Both are, however, different on G, Q2, Q3 and Q4. That is Ladakhi Isolates are more expedient (G-), more self-sufficient (Q2+), more controlled (Q3+) and relatively relaxed (Q4-).

Finally the table 14.8 compares the Ladakhi Isolates with the Kashmiri Isolates. It is seen that Ladakhi Isolates are more warm-hearted (A+), less intelligent (B-), emotionally stable (C+), evading rules (D-), not conventional (M+) and relaxed (Q4-).



### Section III. Social Desirability Estimates:

The relationship between the means on factor scales of populers, neglectees and isolates identified on the basis of socio-metric choices of the members of their own subcultures and the means of the desirability estimates ( c.f. Appendix 'D' ) obtained from the judges belonging to the respective subcultures are given in table 15.00.

TABLE-15.00 CORRELATION MATRIX:

Relationship between the Means <sup>scores</sup> on 16PF for <sup>the</sup> sociometric categories <sup>and</sup> and Means for social desirability <sup>ratings of the</sup> adjectives

Sociometric category	Region	Subcultures	
POPULARS	Jammu	Kashmir	Ladakh
	+.86	+.73	+.71
NEGLECTEES	-.43	-.62	-.41
ISOLATES	-.59	-.63	-.59

An examination of table 15.00 reveals that in all the three subcultures under investigation there exists a systematic correspondance between the personality characteristics of the sociometric groups and the social desirability estimates of relevant adjectives.

## CHAPTER - V

### DISCUSSION

## DISCUSSION

The present study has brought to light several points which deserve discussion. For this purpose the findings can be considered in different phases, such as: (a) sociometric groupings, (b) personality correlates of sociometric groupings, (c) the significance of the cultural factors in making people populars, neglecteds and isolates in terms of personality traits, (d) cultural variations in the social desirability of different traits as associated with the persons chosen to different sociometric categories.

Attending the first phase, we find sufficient evidence for sociometric grouping, and <sup>the</sup> <sup>that</sup> ~~in fact~~ interpersonal attraction concerns man's likes and dislikes, the basis of friendship and the reasons for love and hate. The concept of similarity is basic to all such attractions. The major studies on similarity as a correlate of positive interpersonal relationship were reported in the second decade of the present century. Schiller (1932) found that similarity in age, education, occupation and socioeconomic status led to several marriage connections. Hunt (1933) asked 62 married couples to evaluate a set of ideals. While interpreting the results the author noted, "This may or may not tend to prove that similarity of standards and ideals is some times one factor in the attraction of two young people to each other" <sup>(P.37)</sup> Winslow (1937) observed, "the bases for the establishment of the

feeling of friendship between two persons are undoubtedly numerous. It may well be that an awareness of the unanimity of opinion by two individuals fosters the establishment of friendship". <sup>(p33)</sup> Richardson (1940) pointed out that the resemblance in fundamental evaluative attitudes might be characteristic of mutual friendship.

On theoretical side two powerful approaches have emerged. One given by Gosell (1936) and another by Sullivan (1965). According to Gesell, development of friendship follows the same ontogenetic course as other behaviors. He considers "mutuality" and "reciprocity" as the "keystones" of friendship. Both these concepts develop as the child matures through the unstable relations with many children, and more intimate, focused attachments to close friends. Sullivan's (1969) social development theory emphasizes that interpersonal intimacy develops through maturation and experience. Sullivan considers a relationship based on two significant conditions. First that the close intimacy provides a validation of the preadolescent's self worth. In Sullivan's own words, "through mutual interaction, the necessity for thinking of the other fellow as right and for being thought of as right by the other leads to resolution of the uncertainty as to the real worth of the personality". <sup>(p39)</sup> The other significant condition is the sense of humanity, <sup>in which</sup> as the interests of another become as important as <sup>one's</sup> his own. Some workers have tested Sullivan's theoretical

model and found that his basic postulates are verifiable (Moore, 1968; Byrne And Griffitt, 1966). Mannorino (1970) quite recently has again utilized Sullivanian frame work and found that chumship meets the <sup>expectations of</sup> ~~criteria fixed by~~ Sullivan.

Morano(1934) developed two hypotheses on sociometric grouping, which, later on, became genesis of sociometry. These were the spatial-proximity hypothesis and temporal proximity hypothesis. According to the first hypothesis, "The nearer two individuals are to each other in space, the more do they owe to each other their immediate attention and acceptance". The second hypothesis postulates, the sequence of proximity in time establishes a precise order of social attention and venerat<sup>o</sup>ing according to a temporal imperative; "the here and now demands help first, the next in time to the here<sup>and</sup> now backward and forward and forward require help next". (P40)

The basic sociometric grouping like populars, Neglectees and Isolates as identified by the present study are quite in line with the numerous investigations for instance earlier studies by Jennings (1943), Northway (1952) French and Munch (1948) Pomen and Solomon(1952) and most recent studies by Borg and Tupes (1969), Geur (1969), Nayar (1962), Sharma(1970), Moruyama and Miller (1975,1978) and Burzynski (1980), have found that interpersonal relation within a group exists in such a manner that analysis of each person's position and status in terms of acceptance or non acceptance becomes possible.

Having realized that sociometric grouping emerges as a result of social interaction within a group, so much so that populars, neglectees and isolates are identifiable, a number of researchers (Mills, 1952), Kuhlen and Loo (1943), Wigdor (1947), Bakan (1966), Jacklin (1975), Oden and Ashor (1977)-have attempted to discover personality characteristics of the individuals assigned to different sociometric categories. On the whole there seems to be much agreement in the findings of the studies carried out for the purpose of discovering the personality characteristics of the sociometrically identified groups. The traits which are generally found to be associated with populars, neglectees and isolates are listed below:

<u>S.No.</u>	<u>Sociometric category</u>	<u>Prominent personality characteristics.</u>
1.	Populars	Warm hearted, socially bold, Gay, imaginative, Bright, emotionally stable, Assertive, trusting, confident and relaxed.
2.	Neglectees	Cool, less intelligent, timid, sensitive, worrying and tense.
3.	Isolates	Cool, dull, timid, conservative, easily upset, suspicious and frustrated.

Our own comparison of personality characteristics associated with the different sociometric categories leads to the findings similar to those of the earlier investigators. It was

found that in general, popular's personality is one of strong emotional stability (C+), spontaneity (H+), and high mental ability (3+). <sup>Populars</sup> They are highly affectionate and warm (A+) and generally satisfied and relaxed (Q4-). On the contrary, Neglectees and Isolates are hard and obstructive (A-), dull and timid (B-), maladjusted in a group (Q1-) and doubtful (L+). Isolates are, however, markedly cool (A-), generally tense and restless (Q4+). These results are largely consistent with the most important studies reported in this field. Bonny (1960) is reported to have intensively studied five accepted (populars) and five unaccepted (Neglectees and isolates) children. The accepted children show high degree of conformity to social norms. Moreover, their attitudes, conduct, behavior related to dress, cleanliness etc. is in complete accord with their group norms. Popular's identification with their group is high, they are emotionally stable, calm, mature, poised, relaxed and balanced. They arouse admiration because of their intelligence, self-confidence and imagination. They are, specially, sociable, friendly, assertive and broad minded. They are forthright, trustful cooperative and loving. They are charming, Jovial, gallant, gay and merry. They are cordial, generous, kind, sympathetic, unselfish, affectionate and benevolent. The unaccepted children, on the other hand, are weak in conforming behavior and generally maladjusted in their group. Such children are not able

to control themselves emotionally and remain largely tense and frustrated, they are worrying and troubled, aloof and detached, suspicious and dull. Jennings (1950) found the "over-chosen" (populars) were not quarrelsome or irritable, they were warm in their relations. In contrast "under-chosen" were nagging, nervous and anxious. In an Indian situation, Sharma (1970) has found that populars were high on intelligence, satisfactorily adjusted, free from anxiety, warm hearted and group participating. The Neglecteds and the Isolates, on the other hand, were generally cool, stubborn, hostile, suspicious, dull and anxious. Mamoniano (1986) showed that popularity was strongly connected with altruistic orientation, that the chums are generally benevolent, tolerant, kind and poised. Seria (1978) found that sociometric popularity and isolation is mostly based on personality characteristics of populars and isolates. Populars, according to her findings, are generous, bright, affectionate, receiving, sociable, well-behaved and trusting. The sociometric isolates, on the contrast, are aloof, fearful, timid, shy, sensitive and anxious.

It may be recalled that the present study was undertaken to verify whether personality characteristics generally



found associated with persons belonging to different sociometric categories are also applicable to the subjects drawn from different cultural groups and chosen to different sociometric categories by the members of their own groups. That is, how far the people identified as populars, Neglectees and Isolates in different cultural groups tend to show similarity in their personality characteristics with corresponding sociometric categories of the people coming from another cultural background. The expectation, that sociometric populars in one culture may be different in their personalities from their counterparts in another culture, was based on the assumption that each culture, according to its philosophy of life, existential situations, type of roles required for fulfilling the primary and the secondary needs, considers certain personality characteristics of higher esteem than others. The assumption of cultural variation in the traits associated with different sociometrically identified groups led us to undertake the present study in which subjects drawn from different cultural groups, viz., Jammu, Kashmir and Ladakh, were asked to make sociometric choices from among their own members.

The general finding of the study which is applicable to all cultural groups is that subjects identified as populars, Neglectees, and Isolates differ among themselves with respect

to personality characteristics. However, a comparison of sociometrically identified populars, Neglectees and Isolates from amongst Kashmiris and Jammuaites, reveals much similarity in their personality traits. In both the cultures populars are more intelligent (B+), warm hearted (A+), socially bold and relaxed (H+ and Q4-), Neglectees are dull (B-), Cool (A-), suspicious (Q1+) and tense (Q4+), and the isolates are emotionally unstable (C-) and shrewd (I-). These findings are much similar to generally reported (Jaklin 1975, Asher 1977, Rehman 1981) characteristics of the individuals nominated to the three sociometric categories. In contrast the sociometric populars from the Ladakhi cultural background are found to have a distinct pattern of personality: they are relatively conservative and Cool (a characteristic of Jammu or Kashmiri isolate<sup>Ladakhi</sup>). Isolates and Neglectees are outgoing and uninhibitive (characteristics of Jammu or Kashmiri populars).

The peculiar findings about the personal characteristics of the Ladakhi subjects nominated to various sociometric categories can well be understood by considering their culture and social milieu. Let us have a look on Ladakhi culture so as to explain as to why the sociometric popularity is achieved only by those members of the group who are strong conformists, traditional and conser-

vative. Being a part of old Buddhist tradition, the Ladakhies have remained the most conservative culture. The Buddhist ideology has strongly influenced the general behavior of the Ladakhies. The principle of the "Nirvan" has its impact on the total thinking of the people. They appreciate detachment from worldly affairs and freedom from material wealth. The Buddhist restraints and <sup>emphasis on</sup> ~~their~~ ways of self-control are markedly obvious in their personalities. They have discouraged any and every effort of their members to mix-up with larger groups or crave for modernization. They have always liked and tried to preserve what is old (Cunningham, 1970). They do not allow their children to grow uninhibited, free or experimenting. They see that the children of theirs strictly follow the rules of the clans (Bomzoi, 1973).

Ladakhis are quite backward economically and educationally. Their economic dependence on family occupations makes them identify <sup>with</sup> family and clan norms which are traditionally rigid. Educational backwardness—(that the enrolment in the schools is extremely scanty for higher academic courses there are very few pupils). — has added to their social isolation and they continue to abide by the tradition, superstition and the ritualistic forms of

religion. Even in the festivals of ~~national order~~<sup>religious significance</sup>, where lodakhis demand full participation of their children, are marked with the ritualistic orientation<sup>performance and</sup>, here the exhibitive tendencies are strictly veiled so that much dancing and merry making is generally reduced to<sup>is</sup> a ritual rather than<sup>the</sup> act of happiness and enthusiasm.

In spite of the fact that Jammuites or Kashmiris are religious minded, they are not much ritualistic or averse to new ideas. The lack of isolation and incapsulation as well as the opportunity to come in contact with different people and fresh ideas, have made them admirer of the individuals who are outgoing, warm hearted and socially bold. Somzai (1973), a well known scholar of history and culture of Jammu or Kashmir observed that child rearing practices of the two cultural regions give rise to sociability, interest in others, tolerance, respect for others point of view, unselfishness<sup>and</sup>, objectivity<sup>are</sup> as the salient features of Kashmiri<sup>and</sup> or Jammu modal personality. Further, Kashmiris are reported to love imagination, intelligence and boldness. Sufi (1974) observes:

"Kashmiri is essentially mystical and imaginative. His environment has made him so..... Kashmiri is conservative but not altogether impregnable to new ideas. Kashmiries are gay and lovely people with strong personalities to pleasure"<sup>(p41)</sup>

In our attempt to understand and interpret as to why persons characterized by certain traits are assigned to different sociometric categories in general and the populars in particular, we have not merely confined ourselves to the study of what has been written regarding the people and the culture of the three regions, but have collected empirical evidence regarding the social desirability of those traits of personality which were measured by 16 PF questionnaire and are described with the help of adjectives <sup>on</sup> /the two poles of each dimension of ~~personality~~. It was found that populars from all the three subcultures manifest those personality characteristics which are rated to be most socially desirable in their respective cultures. A perusal of our findings indicates that Ladakhis when asked to judge various personality characteristics on the desirability — undesirability continuum, <sup>were</sup> ~~we~~ found to evaluate chyness, stubbornness — social detachment, isolation <sup>and</sup> conservatism as the most desirable traits, and outgoingness, social-boldness as most undesirable traits. By contrast, in Jammu and Kashmir, the evaluation of desirability, has brought out social-boldness, outgoingness and warm-heartedness as most desirable traits while coolness, social isolation, stubbornness rigidity etc. as most undesirable traits.

Thus, there is much empirical evidence to support the contention that those people likely to emerge as populars <sup>are those who</sup> are characterized by such traits as are considered socially desirable by the members of the group on whose preferences <sup>they were</sup> ~~he is~~ included in the sociometric category of populars. It is important to point out that the foregoing contention is <sup>derived from</sup> the basic tenet of the Byrne's theory of interpersonal attraction (1961), and Cattell's account of social desirability of personality traits explained in terms of his trait-view theory (1971).

## SUMMARY

## S U M M A R Y

### Introduction:

Man does not live in a social vacuum. He belongs to primary and secondary social groups. In a primary group members possess warm, intimate and personal ties with one another. Interpersonal behaviour in the primary group is spontaneous and devoted to mutual ends. On the other hand, secondary groups demand only a contractual type of membership, and for this reason the members can participate in such groups through functional roles.

As he grows, man, is more and more influenced by others. If the growing individual is in any way not capable of entering into the relationship with others, he will find himself in a neutral position in the group, where he is neither able to act upon nor to be contacted by the other group members. The individual learns to respond selectively to the group members; he approach only those who will respond to him and moves away from those who do not appear to be interested in <sup>him</sup> ~~him~~ or who may repel him.

Morano (1934) is considered to be pioneer of studies on interpersonal relations. The technique of sociometry developed by him is used for identifying certain clique structures within groups, and also for assessing an individual's social status in a given group. Thus an individual can be a popular, a neglectee or an isolate (Morano 1944). The research in this



field has shown that a number of variables such as intelligence, age, sex, social class, race, interest, values and personality have significant relationships with the sociometric status of an individual (Jennings 1952, Robor, 1956, Jorg, 1958, Hartup 1976). Reviewing the relevant literature one seldom comes across studies in which the possibility of cultural differences in the personality traits associated with variations in sociometric position have been explored. (This inspired the present investigator to conduct a study with the following objectives:

1. To study the differences in the personality traits of the subjects identified in different sociometric classes in the sub-cultures of Jammu, Kashmir and Ladakh.
2. To make within-culture comparisons of the personality profiles of the sociometrically identified groups. This comparison will not only be in terms of configuration of mean scores on different traits, but also <sup>in</sup> terms of means of different sociometric categories.
3. To study the differences in the personality traits of the subjects in different sociometric classes from among the subcultures of Jammu, Kashmir and Ladakh. Here again not only the profile of

one group will be compared with the profile of other groups, but factor to factor comparison will also be made.

4. To determine the relationship between social desirability of the personality traits found to be associated with different socio-metric categories.

#### Methodology:

##### Sample:

There were 90 subjects from Jammu, 120 from Kashmir and 90 from Ladakh regions. Three hundred subjects of 17-year age were selected from 20 high schools in the three regions of Jammu, Kashmir and Ladakh to participate in the present study.

##### Procedures:

1. Sociometric status of each subject was determined by the administration of sociometric test using three choices and their criteria as suggested by Bronfenbrenner (1945).
2. 16-PF questionnaire was used as a measure of personality traits.
3. Social desirability estimates for a list of adjectives representing the two poles of each one of the 16 factors were obtained by judges drawn from three subcultures.

### Statistics:

The data was analysed with the help of following statistical techniques:

- a) Computation of the coefficient of pattern similarity for comparing personality configurations.
- b) The  $t$  - test for the significance of mean differences in connection with factor-to-factor comparison.
- c) Rank-order coefficient of correlation to determine the social desirability of the relationship between personality traits of the different sociometric categories and trait terms.

### The Results:

- I. The table 'A' below summarizes the results on the personality traits of the sociometrically identified groups in three regions.

TABLE 'A' - CULTUREWISE PROMINENT PERSONALITY  
FACTORS ASSOCIATED WITH SOCIOMETRIC  
TRAIT STATUS.

S.No.	Region	Sociometric Category	PERSONALITY TRAITS
1.	Jammu	Populars	Intelligent (B+), Outgoing (H+), Socially bold, Emotionally stable (C+), Liberal (Q1+) and relaxed (B4-).
		Neglectees	Dull (B-), Cool (A-), Critical and tense
		Isolates	Withdrawing (A-), emotionally unstable, timid, shy and conventional.
2.	Kashmir	Populars	Warm-hearted (A+), Intelligence, socially bold and relaxed.
		Neglectees	Dull, cool, tense, submissive and timid.
		Isolates	Withdrawing, tense, shy, conservative and rule bound.
3.	Ladakh	Populars	Conservative, rule bound, conven- tional, socially not bold, critical but intelligent.
		Neglectees	Outgoing, Freedom lovers, Sensitive and accomodative.
		Isolates	Liberal, out-going, happy-go-lucky.

Table 'B' presents the summary of the estimated social  
desirability of the trait adjective in each subculture.

TABLE 'B'- CULTUREWISE DESIRABILITY  
ESTIMATES

Subcultural groups	Most Desirable	Least Desirable
Kashmir	Outgoing, More intelligent, socially bold, Relaxed	Serious, tough minded shy, timid, conservative
Jammu	Assertive, socially bold warm-hearted, Relaxed	Shy, conservative, Dull, Conventional
Ladakh	Shy, conservative, Conventional, Intelligent, group-follower.	Outgoing, shrewd liberal, gay, socially bold.

DISCUSSION:

One of the possible reasons of marked differences in the personality traits of Populars, Neglectees and Isolates from Ladakh in comparison to corresponding sociometric positions of the subjects from Jammu and

Kashmir is that ladakhi people are under a strong hold of Buddhism- a religion which preaches 'Nirvana' as the ultimate aim of life. <sup>The aim</sup> ~~it may also~~ be observed that the region of ladakh had been in isolation from the national mainstream and had been economically as well as educationally backward. As a consequence the impact of ethnic and regional culture can still be observed on the ladakhi people.'

## BIBLIOGRAPHY

## B I B L I O G R A P H Y

- Armor, D. (1972): The effects of busing  
Jr. Public Interest, 28, 90-126
- Asher, S.R., Oden, S.L.,  
and Gottman, J.M.  
(1979): Children's Friendships in  
School Setting.  
In L.G. Katz (Ed.), Current  
topics in Early Childhood  
Education, Vol.1,  
Hillsdale, New Jersey: Erlbaum
- Barnett, D.W. and Zucker,  
K.B. (1977): Validating a measure of children's  
others concept through popula-  
tion and behaviour variables.  
Journal of personality Assess-  
ment, 41, 131-143
- Bornouw, V. (1963): Culture & Personality  
Homewood III: Dorsey
- Bendict, Ruth (1934): Patterns of culture  
Boston: Houghton Mifflin
- Benson, F.W and Carter,  
D.E. (1971): The effects of a bussing  
programme for racial balance  
on peer acceptance  
Newyork: ASRA
- Bonney, L.S. (1943): Personality traits of Socially  
Successful And Socially Unsuccess-  
ful children.  
Journal of Educational psychology  
34, 472-499
- Borg, L.R. and Tupes, E.C.  
(1958): Personality characteristics  
Related to leadership behaviour  
In two types of small-group  
situational problems'.  
Jr. of Applied Psychology  
42, 252-256



- Burzynski, P. (1980): A cross National Investigation of the others concept using the paired Hands Test.  
Doctoral Dissertation  
Indiana University
- Butler, R.O. (1976): Black Children's Racial preference: A selected review of the literature.  
Journal of Afro-American Issues, 4, 1968- 171
- Byrne, Donn (1971): The Attraction Paradigm  
New York: Academic Press
- Cattell, R.B. (1962): Manual for Forms 'A' and 'B' - The 16-PF  
Young Adults And Adults  
IPAT
- Cattell, R.B. (1966): Handbook of Multivariate Analysis in Experimental Psychology.  
(Ed)  
Chicago: Rand McNally & Co.
- Cattell, R.B., Harberty, Weber and Maurice, M. Tatsouka (1970): Handbook for the Sixteen Personality Factor Questionnaire (16 PF) Illinois: IPAT
- Cattell, R.B. (1977): Tabular Supplement No.1 to The 16 PF Handbook (First Indian Reprint)  
New Delhi: Psychocentre .

- Carter, D.E., Detine, G.L.,  
Spero, J., and Benson  
F.W. (1975): Peer acceptance and school  
related variables in an  
integrated junior high school  
Journal of Educational  
Psychology, 67, 267-273
- Cohen, J.M. (1977): Sources of Peer Group Homogeneity  
Sociology of Education, 50, 227-  
249
- Colonan, J., (1961): The Adolescent Society  
Glencoe, Illinois: Free Press
- Criswell, J.H. (1946): Measurement of sociorelocation  
under multiple criteria of  
Choice.  
Sociometry: 9, 126-7
- Davidson, F.H. (1976): Ability to respect persons  
compared to ethnic prejudice  
in childhood.  
Journal of personality and  
Social Psychology, 34, 1256-1267
- Dhapole, T.S., (1977): The Kumaoni Character  
A study of an Indian socio-  
cultural group.  
Varanasi: Rupa Psychological  
Centre.
- Edwards, A.L. (1957): The Social Desirability variable  
in personality Assessment and  
Research.  
New York: Dryden
- Edwards, A.L. and Diers, C.J. (1962): Social Desirability and the  
Factorial Interpretation of  
the MMPI.  
Jr. Educational & Psychological  
Measurement, 22, 501- 509

- French, R.L. and Mench, I.N.  
(1948): Some Relationships Between  
Interpersonal Adjustments and  
Sociometric Status in a  
College group.  
Sociometry, 11, 335, 46
- Forsyth, E. and Katz, L. (1946): A Matrix Approach to the Analysis  
of Sociometric Data: Preliminary  
Report  
Sociometry 9, 340-7
- Gallagher, J.J. (1958): Social Status of Children  
Related to Intelligence And  
Perception.  
Elementary School Jr. 59, 255-263
- Gaur, J.C. (1969): Personality, profiles of  
ISOLATES  
Ph.D. thesis, Agra University
- Gorard, K. T. Jackson,  
T.D. and Conolly,  
C.S. (1975): 'Social contact in Desegregated  
class Room'.  
In Post, H.C. (1980):  
Friendship & Social Relations  
in Children.  
Newyork: John Wiley & Sons
- Ghurya, R.N. (1942): Sex habits of a sample of  
middle class people of Bombay.  
Bombay: popular prakashan.
- Hottman, J. Gonso, J. and  
Rasmussen, J. (1975): Social Interaction, Social  
Competence And Friendship in  
children'.  
Child Development, 46, 709-718

- Gottman, J.M. (1977): Toward a definition of social isolation in children.  
Child Development, 48, 513-517
- Gordon, C.W. (1957): Social System of the High School.  
Illinois: The Free Press
- Gronlund, N.E. and Anderson, L. (1957): Personality characteristics of Socially accepted, socially neglected and socially rejected junior high school pupils  
Jr. Administration & Supervision
- Grossman, B. and Wrighter, J. (1948): The Relation Between Selection-Rejection and Intelligence, Social Status and Personality Amongst Sixth grade Children  
Sociometry, 11, 346-55
- Gronlund, Norman E. (1959): Sociometry in class Room  
New York: Harper and Bros.
- Guilford, J.P. (1969): Psychometric Methods  
New York: Mc Graw-Hill Company
- Hollinen, J.T. (1976): Friendship patterns in open and Traditional class rooms.  
Sociology of Education  
49, 254-265
- Hare Paul, A. (1967): Handbook of small group Research.  
New York: Free-Press

- Heber, R. F. (1956): The Relation of Intelligence And Physical Maturity to Social Status of Children.  
Journal of Educational Psychology  
27, 197-216
- Hollingshead, A. B. (1949): Elmton's youth  
New York: Wiley
- Hunt, A. McC. (1935): A study of the relative value of certain ideals.  
Journal of Abnormal and Social Psychology, 30, 222-228
- James, E. Madux and  
Ronald, W. Rogers (1980): Effects of Source Expertness Physical attractiveness and supporting arguments on persuasion: A case of Brain over Beauty.  
Journal of personality And Social Psychology,  
Vol. 39, 2, 235-245
- Jennings, Helen Hall (1940): The Beginnings of Social Behaviour in unicellular  
Science: 8, 539-546
- Jennings, Helen Hall (1950): Leadership and Isolation  
New York: Longman Green & Co.
- Jennings, Helen Hall (1951): Sociometry in Group Relations  
American Council on Education  
Washington, D. C.

- Kirchhoff, L. (1974): Personality trait comparison  
Between High and low others  
concept children.  
In Foot, H.C. (1980):  
Friendship and Social Relations  
in Children.  
Newyork: John-Wiley & Sons
- Koul, Shukuntala (1973) 'A study of the relationship  
between sociometric status and  
socio-economic status and  
intelligence.'  
Unpublished Dissertation  
University of Kashmir
- Lindzey, Gardner and  
Aronson, Elliot (1954): The Handbook of Social Psycho-  
logy Volume II.  
California: Addison-Wesley  
Publishing Co.
- Linton, Ralph (1945): The Cultural Background of  
Personality.  
Newyork: Appleton-Century  
Crofts Inc.
- Lippitt, R. and White, R.K.  
(1943): The 'Social climate' of Children's  
group, in Barker, K.G., Kounin,  
J.S. and Wright, H.F. (1943):  
Child Behaviour and Development  
Newyork: McGraw Hill Book Co.
- Lickona, T. (1974): A Cognitive-developmental approach  
to interpersonal attraction in  
T.L. Huston (Ed.) Foundations of  
Interpersonal Attraction.  
Newyork: Academic Press 1978

Lundberg, G.A. and Steele,  
M. (1932)

Social Attraction patterns  
in A Village  
Sociometry, 32 13, 272-277

McWhiter, R.M. (1969):

Interpersonal Attraction in  
Dyad /s a function of physical  
Attractiveness of its Members.  
In Donn Byrne's (1971):  
The Attraction paradigm

Moore, Margaret (1953):

National Character in Kroeber,  
A. J. (Ed.),  
Anthropology today  
Chicago: University of Chicago  
Press.

Moore, Margaret (1929):

Coming of Age in Samoa  
New York: Am-Morrow & Co.

Miller, N. and Maruyama, G.  
(1976)

Ordinal position and Peer  
Popularity  
Journal of personality and  
Social Psychology 33, 123-137

Mills, C.R. (1953):

Personality patterns of socio-  
metrically selected and socio-  
metrically rejected, male college  
students'.  
Sociometry 16, 151-167

Miller, Norman & Keven W.  
Gentry (1980):

Socio-metric Indices of Children's  
Peer Interaction in the school  
setting.  
In H.C. Foot (1980):  
Friendship & Social Relations In  
Children.  
New York: John Wiley & Sons

- Miller, R.V. (1959): Social Status And Socio-economic Differences Among mentally\_ typical and retarded children  
Jr. Exceptional Child 23:114-119
- Moreno, Jacob L. (1951): Sociometry, Experimental Method And Science of Society  
Newyork: Beacon House
- Moreno, Jacob L.(1953): Who shall Survive- Foundations of psychotherapy and Sociodrama.  
Newyork: Beacon House
- Moreno, Jacob,L. (1956): Sociometry And Science of Man  
Newyork: Beacon House
- Moss, M.K. (1969): Social Desirability, physical Attractiveness and Social Choice  
Journal of personality and Social Psychology, 16,134-145
- Mussen, P.H., Conger, J.J.  
Kagan, Jerome(1969): Child Development and Personality  
Newyork: Harper & Row.
- Mayer, E.G.K. (1962): A Study of Certain personality characteristics of leaders Among High School Students. in M.M. Buch (1974): A Survey of Research in Education, Sahitya-Mudravelya Ahmedabad.



( x )

- Northway, N. L. (1940): A Method for depicting Social Relationships by sociometric testing.  
Sociometry, 3, 144-50
- Northway, Mary L. (1952): A primer of Sociometry  
University of Toronto Press
- Oden, S. and Asher, S. R. (1977): Coaching children in social skills for friendship making.  
Child Development, 48, 518-524
- Prost, J. (1971): Racial Attitudes Among white Kindergarten Children from three different environments.  
New York: AERA
- Segood, C. E. & Suci, G. J. (1958): A measure of relation determined by both mean difference and profile information.  
In Cottell, R. B. (1966): Handbook of Multivariate Experimental Psychology  
Chicago: Rand McNally
- Palakshappa, T. C. (1979): Tibetans In India- A case study of Mundgod Tibetans  
New Delhi: Sterling publishers.
- Porter, J. D. R. (1971): Black child, white child: The Development of Racial Attitudes.  
Cambridge: Harvard University Press.

- Prabhu, P.N. (1939): Socio-psychological Study of Hindu Social Organizations
- Prakash, Suri (1975): Sociometric Choice, Socio-economic position and student turmoil-a study of correlates of student unrest  
Unpublished, M.Ed. dissertation.
- Pomann, T.B. and R.L. Solomon (1952): Group characteristics As Revealed in Sociometric patterns and Personality Ratings.  
Sociometry, 15, 7-90
- Popinsky, P.N. (1949): The meaning of validity and Reliability as applied to socio-metric test. Educational and psychological Measurement, 9, 39-49
- Rather, Rehman (1980): A Study of the Effect of Guidance on Sociometric Isolation.  
Unpublished M.Phil Dissertation.  
(Kashmir University)
- Richardson, H.M. (1940): Community of values as a factor in friendship of college and adult women  
Journal of social psychology  
11, 303-312
- Roistacher, R.C. (1972): Peer nominations, Clique structures, and exploratory behaviour in boys at four junior high schools  
Doctoral Dissertation, University of Michigan.
- Roistacher, R.C. (1974): A microeconomic model of sociometric choice.  
Sociometry, 37, 219- 238

- Rosenthal, F. (1957): Some relationship between sociometric position and language structure of young children.  
Journal of Educational Psychology  
12, 425-38
- Sadhu, Sario (1978): Friendship patterns and social skills  
Unpublished M.Ed. Dissertation  
(Kashmir University)
- Schiller, B.A.-(1932) A quantitative analysis of marriage selection in a small group  
Journal of social Psychology  
3, 297- 319
- Siegel, Sidney (1956): Nonparametric statistics for the Behavioural Sciences  
Newyork: McGraw-Hill Book Company
- Sharma, A. (1970) Handbook on sociometry for Teachers and Counsellors  
NIE, N.C.E.R.T., New Delhi
- Singh, Yogondor (1967): Sociology for India in Indian Council Science Research (1972):  
A Survey of Research in Sociology  
And social Anthropology,  
Vol.III, Bombay: Popular Prakashan
- Shoobs, N.E. (1946): Sociometric test in the class room.  
Sociometry, 9, 145-60

- Cover, C.(1948) Social Stratification in suburban communities.  
Sociometry, 11, 235-43
- Taylor, E.A.(1952): Some Factors Relating to Acceptance in Eighth Grade class rooms.  
Journal of Educational psychology  
43, 257-72
- Thorpe,J.G. (1953): A Sociometric study of london school children unpublished  
Ph.D. thesis, University of London,  
in Evans, K.L. (1962): Socio-  
metry and Education.  
London: Routledge and Kogan  
Paul, P.
- Urie,Bronfenbrenner(1945): The Measurement of sociometric Status structure and Development.  
Newyork: Beacon House.
- Wani,Abdul Wani (1980) A study of personality correlates of sociometric status in Different interpersonal Group-situations  
unpublished  
M. Phil Dissertation  
Maulim University, Aligarh
- Winslow,C.N.(1937): A study of the extent of agreement between friend's opinions and their ability to estimate the opinions of each other.  
Journal of social psychology,  
8, 433- 442

Golf, L.L., and Simon,  
L.S., (1973):

Does busing improve the --  
racial interaction of  
children?

Educational Researcher,  
4, 5-10

Brightstone, J., McClelland  
S.O., and Forlano, G. (1966)

Evaluation of community  
Zonal Programs

New York: Bureau of Educational  
Research.

SUPPLEMENTARY  
BIBLIOGRAPHY

## SUPPLEMENTARY BIBLIOGRAPHY

- Sazaz, P.N. (1956): Jinnu Kashmir  
Delhi: Pampash Publications
- Holl, Dancil (1968): National character Revisited-  
A proposal for reconstituting  
the concept. In Norbeck, Edward  
(et al) (Eds.) The study of Personality  
Newyork: Holt, Rinehart & Winston & Co.
- Bock, R.D. and Hussain,  
S.Z. (1950): An adoption of Holizinger's  
B-coefficient for the analysis of  
sociometric data.  
Sociometry, 13, 146-153
- Bomzai, P. (1960): History of Jammu & Kashmir  
Delhi: Allied Publishers
- Boylo, R.P. (1969): Algebraic systems for normal and  
hierarchical sociograms.  
Sociometry, 32, 99-119
- Campbell, E (1886): History of India  
London: Macmillan & Co.
- Corvinko, L.D. (1948): Factor-analytic method for  
group study.  
Journal Of Edu. Research, 40, 130-149
- Cooper, C.M. (1944): Physical Attraction and Sociometric  
Status.
- Cunningham, R (1970): Ladakh- a historical Survey  
Newyork: McGraw Hill Book Co.
- Dohli, T (1953): Social class & Popularity.  
Psychology & Schools, 8, 104-108

- Devitz, C.E (1955): Group-Analysis techniques  
Journal of Personality & Social Psychology, 11, 571-585
- Drcw,Fodric (1962): The Jammu and Kashmir territories  
Delhi: Oriental Publishers
- Du Bois, Core (1944): The People of Alore  
Minneapolis: University and Minnesota Press
- Evitts, C.F.(1961) Graphic Method in Sociometry  
Sociometry 20, 137-159
- Flaming,C.M.(1935): Adolescence- its social Psychology  
London: Routledge & Kegan Paul
- Florian Zeniopki (1937): Sociometry and Sociology  
Sociometry, 6, 112- 126
- Hasson, M (1959): Kashmir under the Sultans  
(Abdul Holim Memorial Volume)  
Calcutta: Iran Society
- Kardiner,A. and Linton,R. (1936): The Individual And his society  
Newyork: Columbia University Press
- Kipnos,C.M. (1957): Multi-Item Measures of Attraction in a group.  
Sociometry, 14, 201-220
- Lonkford, P.M. (1974): Comparative Analysis of Clique Identification Methods.  
Sociometry, 37, 287- 305
- Leik,R.K.and Nagesawa,R. (1970): A Sociometric Basis for Measuring Social Status and Social Structure  
Sociometry, 33, 55-78



- Loe, J. S. (1943): Physical Attractiveness and Social Acceptance.  
Sociometry, 7, 110-125
- Londs Kold, G. (1973): Personality and Sociometry  
Journal of Personality and Social psychology, 31, 201-231
- Longworthy, E (1959): Social Acceptability in a Socially Stereotyped Class.  
Sociometry, 8, 201-220
- Lundberg, G. A. (1952): Some Measurement Issues in Sociometry.  
Sociometry, 13, 132-180
- Macrae, D., French, I., and Michie, C. (1966): Direct factor Analysis of Sociometric Data  
Sociometry, 23, 360-371
- Maucorps, C. E. (1949): Relational Analysis in Sociometry  
Sociometry 13, 207-221
- Mudux, J. E. (1987): Effects of Source Exportness, physical Attractiveness and supporting argumentation on Persuasion- A case of brain over beauty.  
Jr. Personality or Social Psychology, 39, 109-119
- Pooy, L. B (1974): Relational Analysis in Sociometry  
Sociometry, 13, 132- 190
- Popinsky, H. B., A. G. Siegel and Venette, E. L. (1952): Individual Personality And Behavior in Social Psychology.  
Edu. & Psychol. Measurement, 12, 179-92

- Seagoo, M.V. (1933): Personality and Social Status  
Jr. Educational Research, 26, 673-82
- Sharma, J. (1972): Kashmir- A history of Paradise on Earth.  
Delhi: U BS Co.
- Sufi, G.H.D. (1974): Kashir - Social, Political and Cultural history of Kashmir  
Delhi: Light & Life Publishers  
Vol. I.
- Tagiuri, L.N. (1952): Socioeconomic Status and Sociometric Status  
Journal of Sociology, 8, 201-219
- Urden, L.N. (1954): Personality characteristics of Accepted Children  
Sociometry, 12, 116-128
- Walster, E.H. (1974): Importance of physical Attractiveness-in dating behavior.  
Jr. Personality & Social Psychology, 25, 209- 221
- Wold, f., and Simon, M. (1975): Race as a factor in social acceptability.  
Jr. Afro-American Issues, 4, 109- 118

ANNOTATED  
BIBLIOGRAPHY

ANNOTATED BIBLIOGRAPHY

OF

THE IMPORTANT BOOKS

1. Moreno, J.L. : WHO SHALL SURVIVE-FOUNDATIONS  
OF SOCIOMETRY GROUP PSYCHO-  
THERAPY/ AND SOCIODRAMA

New York: Beacon House Inc. 1953 BB.768

The first exciting, elaborative and most interesting treatise on sociometry as science of interpersonal relationships appeared in the form of the classic book called who Shall Survive by Jacob L. Moreno in 1934. The amount of enthusiasm and attraction the book received is in no way less than the Das Capital of Karl Marx. It will be right to call this book the capital of sociometrist. The book is written in a very simple and most attractive style. Dr. Moreno has, here and there, expressed his personal idiosyncrasies in such a lucid way that reader is forced to read the book from cover to cover. This treatise is put in to six books (chapters) consisting of 763 pages. Book I discusses the doctrine of creativity, sociometry—its theory and methods. The book II carries the discussion of Developmental level of groups, sociometric test—its application in public schools, types of sociometric diagrams etc. Book III is devoted to

the sociometry of community. Sociometric classifications have been reported and dimensions of research and validity of findings has been indicated. This is the longest chapter of the entire book. Subjects like social microscopy, social interaction, sociopsychopathology, conduct, etc. are main components of this chapter.

Book IV is an interesting discussion on the construction and reconstruction of a community. Book V is concerned with the sociometric planning of the society and last book VI is entitled as who Shall Survive. Here in this chapter sociometric system and advanced sociometric theory has been discussed.

2. Moreno, J.L. Sociometry-experimental Method and Science of society- an approach to a new political orientation

This book is a presentation of most useful articles on sociometry as science and its relevance in politics, military and microsociology. The book has been put in 4 chapters. The part I is the general discussion on the methodological aspects of sociometry. Part II contains the analysis of group formation and social dynamics. An interesting account of relationship between psychotherapy

and group psychotherapy has been given. Part III is devoted to the discussion of political sociometry. A beautiful account of sociometry and Marxism, sociometry and industrial revolution has been presented. Fourth part is the sociometric approach to the problems of national defence. This is entitled as military sociometry. Last part V is entirely concerned with the origins and foundations of interpersonal theory.

3.J.L.Moreno(Ed.) Sociometry and the Science of Man  
Newyork: Beacon House, 1956

Regarding the contents of the book, Moreno as editor remarks: Some of the outstanding exponents of the field have assembled in this volume to a great meeting of mind's .... the book has grown spontaneously..... spontaneity and creativity may well have manifested themselves here inadvertently'.

The book is divided into six parts, part I is the historical section, part second discusses the concepts of creativity and spontaneity, part III is the description of sociometric theories. Part IV is devoted to the methods and techniques. This chapter is further divided into five subdivisions, such as sociometry in education, industry,

community organization, Armed Forces and research. Part V concerns with the sociometric measurements and the last part VI is a review of sociological studies.

4. Jennings, Helen Hall: Leadership and Isolation

(A study of personality in  
Interpersonal Relations)  
New York: Longmans, Green & Co., 1950

This book was first published in the year 1943 and the present edition is the expansion of the earlier one.

The book has been written in four parts. Part one discusses the problem of interpersonal choice, part 2nd describes the emotional and social expansiveness, part 3rd discusses the nature of emotional and social expansiveness and, finally, part fourth is the account of sociometric differentiation of groups. All the four parts are planned in 14 chapters.

5. Northway, Mary L. A Primer of Sociometry

Toronto : University of TORONTO, Press-1952

This is a 47-page booklet containing very useful information regarding the use of sociometric technique.

The booklet has been arranged into II sections, all are related with the nature, constructions, administration,

scoring, description and uses of sociometric test. Northway has contributed one more booklet of 72 pages on sociometric testing, since the treatment is more or less similar to the present book-let, it is not presented here.

6. Mounton, Jane Styzley and others:

Validity of sociometric Responses  
Newyork: Beacon House, 1955

This is a small booklet consisting of 28 pages containing very important information on the validity measures of sociometric data. Studies summarized in this report are of two types. They include validation for distribution of sociometric choices received by individuals and distributions of sociometric choices received by groups. Number of studies have been reported on validation of sociometric tests in general.

7. Gronlund, N.E. and Norman E.

Sociometry in the class room  
Newyork: Harfor and Brothers, 1959.

This comprehensive text book on sociometry has been divided in two parts. Chapter first is the general discussion on the sociometric techniques. Chapter second concerns the method, Chapter third is an analysis of sociometric results. Chapter fourth is a discussion on socio-



metric patterns. This finishes the part I of the book. Part II largely deals with the sociometric application to the class room situation.

8. Bronfenbrenner, Urie: The Measurement of Sociometric status, structure and Development.  
New York: Beacon House, 1945

This is a small monograph. The purpose of this booklet as stated by the author is, to indicate the specific characters of inadequacies in the use of sociometric method to suggest means for overcoming them, and to apply the more refined techniques which have been developed in an illustrative and exploratory study. The monograph has given a mathematical model for establishing exact limits of different sociometric status attributable to different members in a given group. Construction of sociogram and related problems have also been discussed.

9. Lindzey, Gardner and ELLIOT ARONSON (Eds.)  
The Handbook of social psychology Volume two.  
California: Addison Wesley, - 1968

The five volume hand book of social psychology devotes its second volume to Research Methods. The present

volume carries most interesting and informative article on sociometry. The article has been contributed by Gordon Lindzey and Donn Byrne. The essay is entitled as 'Measurement of social choice and interpersonal attractiveness. The analysis includes a discussion on statistical methods, metric approaches and factor analysis. This is followed by an important section on reliability and validity of this measure. And finally under 'Research utility', various variables such as socio-economic status, adjustment, performance, intelligence, personality and leadership have been related with sociometric choices.

10. Byrne Donn: The Attraction Paradigm  
New York: Academic Press , 1971

In recent years this is the most important book that has been added to the stock of books on the interpersonal relations.

The book has been presented in fourteen chapters. The historical framework is depicted in chapter two. Studies on attitudes influencing attraction are put in chapters three and four. The questions of theoretical consideration have been outlined in chapter ten through thirteen. Application of research findings is given in the chapter 14.

11. Foot, Hugh C., Antony J.  
Chapman and Jean R. Smith  
( Editors)

Friendship And Social Relations in Children  
Newyork: John Wiley & Sons. ( 1980 )<sup>25</sup>

Most comprehensive volume recently added to the field of interpersonal understanding. The editors have put together important papers on children's social development and friendship patterns. Most important feature of this book is that major research areas of children's friendship and social relations have been highlighted. The book is planned in four sections. The section-I (Friendship values) covers three papers on: The development of friendship, values and choice, the development of children's friendship and the others- concept. Section II (Processes of acquaintance) is devoted to three comprehensive articles: Attraction and communication in children's interactions, interracial acceptance in the class room<sup>and</sup> sociometric indices of children's peer interaction in the school setting. Section III presents papers on: peer play and Friendship during the first two years, the relationship of child's play to social-cognitive growth and development, child Ethology and the study of preschool social Relations, and patterns of interaction in children's Friendship. In the final section (IV) papers on

friendship cliques are presented. The papers are:  
The Natural History of Preadolescent Male Friendship  
Groups, patterns of cliquing among youth, social  
interactions of Adolescent Females in Natural Groups  
and, Friendship as a Factor in Male and Female  
Delinquency.

# SOME IMPORTANT MONOGRAPHS ON SOCIOMETRY

Monograph No.	Author	Title	New York: Beacon House
1.	Coltrell, L.G.	Developments in social psychology	
2.	Moreno, J.L.	Sociometry And Cultural Order	
3.	Moreno, J.L. H.H.Jennings	Sociometric Measurement of Social Configurations	
6.	Bronfenbrenner urie	A constant frame of Reference for Sociometric Research	
7.	Moreno, J.L. and H.H.Jennings	Sociometric Control Studies of Grouping And Regrouping	
8.	Gustav Ichheiser	Diagnosis of Anti-Semitism	
9.	Bonney, Merl, E.	Popular And Unpopular Children- A Sociometric Study	
10.	Kaufman, H.F.	Prestige Rank In A Rural Community	
11.	Northway, M.L. Ester, S.F. and Reve, P.	Personality And Sociometry Status	
13.	Moreno, J.L., H.H.Jennings, and Joseph Sargent	Time As A Measure of Interpersonal Relations	
14.	Jennings, H.H.	Sociometry of leadership	
15.	Infield, H.F.	Sociometric structure of A Veteran's Cooperative land Settlement.	
16.	Loomis, C. P.	Political And Occupational Cleavages In A Hanoverian village-A Sociometric Study.	
17.	Kurt Lewin	The Research Center for Group Dynamics	
18.	Deutscherger, P.	Interaction Patterns in Changing Neighbourhoods: New York And Pittsburg.	
19.	Loomis, C.P. J.A. Beegle and T.J. Longmore	Critique of class As Related to Social STRATIFICATION	
20.	Loomis, C.P. and Pepinsky, H.B.	Sociometry, 47, 1937- A Survey of theory and Methods	
21.	Moreno, J.L.	The Three Branches of Sociometry.	

## APPENDIXES

APPENDIX 'A'

SOCIO-METRIC QUESTIONNAIRE

FILL in:

Name _____	Roll No. _____
Date of Birth _____	Age _____
Class _____	Section _____
School _____	City _____

Instructions:

Often the class teacher has to put students in small groups for doing a lot of things in the school. His task is made easy if he knows the names of students who would like best to do things with. So you are here requested to answer a few questions.

One question is, put down the name of the pupil you would most like to sit with you. Then the name of the student you would choose second and then the name of the one you would choose third. Similarly you have to answer questions on the back of this page. Are there any questions? Be sure to fill in each space.

---

1. Which three students from this class room would you like to have as your seating companion?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

2. Which three students of this class-room would you like to play with during recess in school?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3. Which three students of this class-room would you like to do a class assignment with you?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## APPENDIX 'B'

### SOCIAL DESIRABILITY ESTIMATES QUESTIONNAIRE

#### BIO-DATA

Name .....

Age .....

Religion .....

Education- M.A., B.A., P.A. Metric, Middle, etc.

Occupation .....

Sex .....

Date .....

Place .....

#### INSTRUCTIONS

" While describing others we use descriptive adjectives such as good or bad on the basis of observation of the behaviour. As a matter of fact every culture considers certain patterns of behavior or personal characteristics as desirable or undesirable. We are requesting you to judge the desirability- undesirability of the behavior denoted by the listed adjectives, you have to take into consideration the view point of the majority of the members of cultural group to which you belong. That is, you have to indicate as to how far behavior denoted by an adjective is considered desirable or undesirable by most of the people of your cultural group."



"You have to express your judgment of the extent of desirability-undesirability of an adjective by encircling one of the numerals given in front of the adjective. The numeral encircled would express the extent of desirability-undesirability of the behavior denoted by the adjective. The correspondence between various numerical values and the desirability-undesirability judged by you is explained below:

<u>DIMENSIONS</u>	<u>VALUES</u>
Most Desirable	9
Extremely Desirable	8
Moderately Desirable	7
Mildly Desirable	6
Indifferent	5
Mildly undesirable	4
Moderately undesirable	3
Extremely undesirable	2
Mostly undesirable	1

---

The scheme of making judgment with the help of the numerals clearly indicates that you have to choose one of the numerals from 1 to 9 and that the greater the numerical value assigned the greater is judged desirability of the adjective.

Please judge the desirability-undesirability of each one of the adjectives given below and assign numerical values in accordance with your judgment.

( 111 )

FACTOR	TRAIT	RATING							
		1.	2.	3	4	5	6	7	8
A	Reserved								
	Out-going								
B	Less Intelligent								
	More intelligent								
C	Affected <sup>by</sup> Feelings								
	Emotionally Stable								
E	Humble								
	Assertive								
F	Serious								
	Happy-go-lucky								
G	Expedient								
	Conscientious								
H	Shy								
	Conscientious								
I	Tough Minded								
	Tender Minded								
L	Trusting								
	Suspicious								
M	Practical								
	Imaginative								

1 2 3 4 5 6 7 8 9

N      Forth wright  
Shrewd

0 Placid  
Apprehensive

Q1      Conservative  
Experimenting

Q2      Group-dependent  
Self-sufficient

Q3 Self-conflict  
Controlled

Q4      Relaxed  
Tense

APPENDIX 'C'

LIST OF THE SCHOOLS  
included in the study

S.No.	Region	S.No.	Name of the Institution	Sample drawn
1.	Jammu	1.	High School Jullakha Mohalla	
		2.	High School Jammu Cantt	
		3.	C.B.High School Puren Mandi	
		4.	High School Bakshi Nager	
		5.	High School Kachi Chawni	
		6.	High School Gandhi Nagar	90
2.	Kashmir	1.	S.P. Higher Secondary School	
		2.	High School Bagh Dilawai Khen	
		3.	High School Rawalpore	
		4.	High School Sonawar	
		5.	High School Sheikh Bagh	
		6.	High School Batmaloo	
		7.	High School Rangtong	
		8.	High School Hazratbal	120
3.	Ladakh	1.	High School Thiksay	
		2.	High School Chechot Shama	
		3.	High School Temisgam	
		4.	Hunder Nobrab High School	
		5.	High School leh	
		6.	High School Nimoo leh	90
Total		-	20 High Schools	300

# APPENDIX 'D'

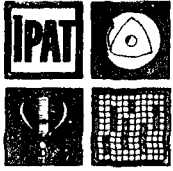
## SOCIAL DESIRABILITY DATA

Sub-culture	Adjectives	A	B	C	E	F	G	H	I	L	M	N	O	Q1	Q2	Q3	Q4
Jammu	Positive	9*	7	7	6	8	9	9	8	7	8	7	8	7	5	7	9
	Negative	3	2	3	2	3	2	1	2	2	2	2	1	2	3	2	2
	Conversion to High End distribution	7	8	7	8	7	8	9	8	8	8	8	9	8	7	8	8
	Average	8	7.5	7	7	7.5	8.5	9	8	7.5	8	7.5	8.5	7.5	6	7.5	8.5
Kashmir	Positive	8*	9	7	5	8	7	9	7	8	7	8	7	8	7	8	9
	Negative	2	3	2	6	3	4	2	3	2	4	2	2	3	2	2	2
	Converted Score	8	7	8	4	7	6	8	7	8	6	8	8	7	8	8	8
	Average	8	9.5	7.5	5.5	7.5	6.5	8.5	9	8	6.5	8	7.5	7.5	7.5	8	8.5
Ladakh	Positive	2*	2	9	7	3	2	3	1	2	3	2	2	5	1	7	6
	Negative	8	8	7	3	8	9	7	9	7	7	8	9	6	9	2	3
	Converted score	2	2	3	7	2	1	3	1	3	3	2	1	4	1	8	7
	Average	2	2	4	7	2.5	1	3	2.5	3	2	1.5	4.5	1	7.5	6.5	7

APPENDIX

E

16 PF Questionnaire



## 16 PF

**WHAT TO DO:** Inside this booklet are some questions to see what attitudes and interests you have. There are no "right" and "wrong" answers because everyone has the right to his own views. To be able to get the best advice from your results, you will want to answer them exactly and truly.

If a separate "Answer Sheet" has not been given to you, turn this booklet over and tear off the Answer Sheet on the back page.

Write your name and all other information asked for on the top line of the Answer Sheet.

First you should answer the four sample questions below so that you can see whether you need to ask anything before starting. Although you are to read the questions in this booklet, you must record your answers on the answer sheet (alongside the same number as in the booklet).

There are three possible answers to each question. Read the following examples and mark your answers at the top of your answer sheet where it says "Examples." Fill in the left-hand box if your answer choice is the "a" answer, in the middle box if your answer choice is the "b" answer, and in the right-hand box if you choose the "c" answer.

**EXAMPLES:**

- |   |  |
|---|--|
| 1. I like to watch team games.<br>a. yes,    b. occasionally,    c. no.                         | 3. Money cannot bring happiness.<br>a. yes (true),    b. in between,    c. no (false). |
| 2. I prefer people who:<br>a. are reserved,<br>b. (are) in between,<br>c. make friends quickly. | 4. Woman is to child as cat is to:<br>a. kitten,    b. dog,    c. boy.                 |

In the last example there *is* a right answer—kitten. But there are very few such reasoning items.

Ask *now* if anything is not clear. The examiner will tell you in a moment to turn the page and start.

When you answer, keep these four points in mind:

1. You are asked not to spend time pondering. Give the first, natural answer as it comes to you. Of course, the questions are too short to give you all the particulars you would sometimes like to have. For instance, the above question asks you about "team games" and you might be fonder of football than basketball. But you are to reply "for the average game," or to strike an average in situations of the kind stated. Give the best answer you can at a rate not slower than five or six a minute. You should finish in a little more than half an hour.
2. Try not to fall back on the middle, "uncertain" answers except when the answer at either end is really impossible for you—perhaps once every four or five questions.
3. Be sure not to skip anything, but answer every question, somehow. Some may not apply to you very well, but give your best guess. Some may seem personal; but remember that the answer sheets are kept confidential and cannot be scored without a special stencil key. Answers to particular questions are not inspected.
4. Answer as honestly as possible what is true of you. Do not merely mark what seems "the right thing to say" to impress the examiner.

**DO NOT TURN PAGE UNTIL TOLD TO DO SO**

1. I have the instructions for this test clearly in mind.  
a. yes,    b. uncertain,    c. no.
2. I am ready to answer each question as truthfully as possible.  
a. yes,    b. uncertain,    c. no.
3. I would rather have a house:  
a. in a sociable suburb,  
b. in between,  
c. alone in the deep woods.
4. I can find enough energy to face my difficulties.  
a. always,    b. generally,    c. seldom.
5. I feel a bit nervous of wild animals even when they are in strong cages.  
a. yes (true),    b. uncertain,    c. no (false).
6. I hold back from criticizing people and their ideas.  
a. yes,    b. sometimes,    c. no.
7. I make smart, sarcastic remarks to people if I think they deserve it.  
a. generally,    b. sometimes,    c. never.
8. I prefer semiclassical music to popular tunes.  
a. true,    b. uncertain,    c. false.
9. If I saw two neighbors' children fighting, I would:  
a. leave them to settle it,  
b. uncertain,  
c. reason with them.
10. On social occasions I:  
a. readily come forward,  
b. in between,  
c. prefer to stay quietly in the background.
11. It would be more interesting to be:  
a. a construction engineer,  
b. uncertain,  
c. a writer of plays.
12. I would rather stop in the street to watch an artist painting than listen to some people having a quarrel.  
a. true,    b. uncertain,    c. false.
13. I can generally put up with conceited people, even though they brag or show they think too well of themselves.  
a. yes,    b. in between,    c. no.
14. You can almost always notice on a man's face when he is dishonest.  
a. yes,    b. in between,    c. no.
15. It would be good for everyone if vacations (holidays) were longer and everyone *had* to take them.  
a. agree,    b. uncertain,    c. disagree.
16. I would rather take the gamble of a job with possibly large but uneven earnings, than one with a steady, small salary.  
a. yes,    b. uncertain,    c. no.
17. I talk about my feelings:  
a. only if necessary,  
b. in between,  
c. ~~readily, whenever I have a chance.~~
18. Once in a while I have a sense of vague danger or sudden dread for reasons that I do not understand.  
a. yes,    b. in between,    c. no.
19. When criticized wrongly for something I did *not* do, I:  
a. have no feeling of guilt,  
b. in between,  
c. still feel a bit guilty.
20. Money can buy almost everything.  
a. yes,    b. uncertain,    c. no.
21. My decisions are governed more by my:  
a. heart,  
b. feelings and reason equally,  
c. head.
22. Most people would be happier if they lived more with their fellows and did the same things as others.  
a. yes,    b. in between,    c. no.
23. I occasionally get puzzled, when looking in a mirror, as to which is my right and left.  
a. true,    b. uncertain,    c. false.
24. When talking, I like:  
a. to say things, just as they occur to me,  
b. in between,  
c. to get my thoughts well organized first.
25. When something really makes me furious, find I calm down again quite quickly.  
a. yes,    b. in between,    c. no.

(End, column 1 on answer sheet.)



26. With the same hours and pay, it would be more interesting to be:  
a. a carpenter or cook,  
b. uncertain,  
c. a waiter in a good restaurant.
27. I have been elected to:  
a. only a few offices,  
b. several,  
c. many offices.
28. "Spade" is to "dig" as "knife" is to:  
a. sharp, b. cut, c. point.
29. I sometimes can't get to sleep because an idea keeps running through my mind.  
a. true, b. uncertain, c. false.
30. In my personal life I reach the goals I set, almost all the time.  
a. true, b. uncertain, c. false.
31. An out-dated law should be changed:  
a. only after considerable discussion,  
b. in between,  
c. promptly.
32. I am uncomfortable when I work on a project requiring quick action affecting others.  
a. true, b. in between, c. false.
33. Most of the people I know would rate me as an amusing talker.  
a. yes, b. uncertain, c. no.
34. When I see "sloppy," untidy people, I:  
a. just accept it,  
b. in between,  
c. get disgusted and annoyed.
35. I get slightly embarrassed if I suddenly become the focus of attention in a social group.  
a. yes, b. in between, c. no.
36. I am always glad to join a large gathering, for example, a party, dance, or public meeting.  
a. yes, b. in between, c. no.
37. In school I preferred (or prefer) :  
a. music,  
b. uncertain,  
c. handwork and crafts.
38. When I have been put in charge of something, I insist that my instructions are followed or else I resign.  
a. yes, b. sometimes, c. no.
39. For parents, it is more important to:  
a. help their children develop their affections,  
b. in between,  
c. teach their children how to control emotions.
40. In a group task I would rather:  
a. try to improve arrangements,  
b. in between,  
c. keep the records and see that rules are followed.
41. I feel a need every now and then to engage in a tough physical activity.  
a. yes, b. in between, c. no.
42. I would rather mix with polite people than rough, rebellious individuals.  
a. yes, b. in between, c. no.
43. I feel terribly dejected when people criticize me in a group.  
a. true, b. in between, c. false.
44. If I am called in by my boss, I:  
a. make it a chance to ask for something I want,  
b. in between,  
c. fear I've done something wrong.
45. What this world needs is:  
a. more steady and "solid" citizens,  
b. uncertain,  
c. more "idealists" with plans for a better world.
46. I am always keenly aware of attempts at propaganda in things I read.  
a. yes, b. uncertain, c. no.
47. As a teenager, I joined in school sports:  
a. occasionally,  
b. fairly often,  
c. a great deal.
48. I keep my room well organized, with things in known places almost all the time.  
a. yes, b. in between, c. no.
49. I sometimes get in a state of tension and turmoil as I think of the day's happenings.  
a. yes, b. in between, c. no.
50. I sometimes doubt whether people I am talking to are really interested in what I am saying.  
a. yes, b. in between, c. no.

(End, column 2 on answer sheet.)

51. If I had to choose, I would rather be:  
a. a forester,  
b. uncertain,  
c. a high school teacher.
52. For special holidays and birthdays, I:  
a. like to give personal presents,  
b. uncertain,  
c. feel that buying presents is a bit of a nuisance.
53. "Tired" is to "work" as "proud" is to:  
a. smile, b. success, c. happy.
54. Which of the following items is different in kind from the others?  
a. candle, b. moon, c. electric light.
55. I have been let down by my friends:  
a. hardly ever,  
b. occasionally,  
c. quite a lot.
56. I have some characteristics in which I feel definitely superior to most people.  
a. yes, b. uncertain, c. no.
57. When I get upset, I try hard to hide my feelings from others.  
a. true, b. in between, c. false.
58. I like to go out to a show or entertainment:  
a. more than once a week (more than average),  
b. about once a week (average),  
c. less than once a week (less than average).
59. I think that plenty of freedom is more important than good manners and respect for the law.  
a. true, b. uncertain, c. false.
- I tend to keep quiet in the presence of senior persons (people of greater experience, age, or rank).  
a. yes, b. in between, c. no.
- I find it hard to address or recite to a large group.  
a. yes, b. in between, c. no.
62. I have a good sense of direction (find it easy to tell which is North, South, East, or West) when in a strange place.  
a. yes, b. in between, c. no.
63. If someone got mad at me, I would:  
a. try to calm him down,  
b. uncertain,  
c. get irritated.
64. When I read an unfair magazine article, I am more inclined to forget it than to feel like "hitting back."  
a. true, b. uncertain, c. false.
65. My memory tends to drop a lot of unimportant, trivial things, for example, names of streets or stores in town.  
a. yes, b. in between, c. no.
66. I could enjoy the life of an animal doctor, handling disease and surgery of animals.  
a. yes, b. in between, c. no.
67. I eat my food with gusto, not always so carefully and properly as some people.  
a. true, b. uncertain, c. false.
68. There are times when I don't feel in the right mood to see anyone.  
a. very rarely,  
b. in between,  
c. quite often.
69. People sometimes warn me that I show my excitement in voice and manner too obviously.  
a. yes, b. in between, c. no.
70. As a teenager, if I differed in opinion from my parents, I usually:  
a. kept my own opinion,  
b. in between,  
c. accepted their authority.
71. I would prefer to have an office of my own, not sharing it with another person.  
a. yes, b. uncertain, c. no.
72. I would rather enjoy life quietly in my own way than be admired for my achievements.  
a. true, b. uncertain, c. false.
73. I feel mature in most things.  
a. true, b. uncertain, c. false.
74. I find myself upset rather than helped by the kind of criticism that many people offer one.  
a. often, b. occasionally, c. never.
75. I am always able to keep the expression of my feelings under exact control.  
a. yes, b. in between, c. no.

(End, column 3 on answer sheet.)

76. In starting a useful invention, I would prefer:  
a. working on it in the laboratory,  
b. uncertain,  
c. selling it to people.
77. "Surprise" is to "strange" as "fear" is to:  
a. brave, b. anxious, c. terrible.
78. Which of the following fractions is not in the same class as the others?  
a.  $\frac{3}{7}$ , b.  $\frac{3}{9}$ , c.  $\frac{3}{11}$ .
79. Some people seem to ignore or avoid me, although I don't know why.  
a. true, b. uncertain, c. false.
80. People treat me less reasonably than my good intentions deserve.  
a. often, b. occasionally, c. never.
81. The use of foul language, even when it is not in a mixed group of men and women, still disgusts me.  
a. yes, b. in between, c. no.
82. I have decidedly fewer friends than most people.  
a. yes, b. in between, c. no.
83. I would hate to be where there wouldn't be a lot of people to talk to.  
a. true, b. uncertain, c. false.
84. People sometimes call me careless, even though they think I'm a likable person.  
a. yes, b. in between, c. no.
85. "Stage-fright" in various social situations is something I have experienced:  
a. quite often,  
b. occasionally,  
c. hardly ever.
86. When I am in a small group, I am content to sit back and let others do most of the talking.  
a. yes, b. in between, c. no.
87. I prefer reading:  
a. a realistic account of military or political battles,  
b. uncertain,  
c. a sensitive, imaginative novel.
88. When bossy people try to "push me around," I do just the opposite of what they wish.  
a. yes, b. in between, c. no.
89. Business superiors or members of my family, as a rule, find fault with me only when there is real cause.  
a. true, b. in between, c. false.
90. In streets or stores, I dislike the way some persons stare at people.  
a. yes, b. in between, c. no.
91. On a long journey, I would prefer to:  
a. read something profound, but interesting,  
b. uncertain,  
c. pass the time talking casually with a fellow passenger.
92. In a situation which may become dangerous, I believe in making a fuss and speaking up even if calmness and politeness are lost.  
a. yes, b. in between, c. no.
93. If acquaintances treat me badly and show they dislike me:  
a. it doesn't upset me a bit,  
b. in between,  
c. I tend to get downhearted.
94. I find it embarrassing to have praise or compliments bestowed on me.  
a. yes, b. in between, c. no.
95. I would rather have a job with:  
a. a fixed, certain salary,  
b. in between,  
c. a larger salary, which depended on my constantly persuading people I am worth it.
96. To keep informed, I like:  
a. to discuss issues with people,  
b. in between,  
c. to rely on the actual news reports.
97. I like to take an active part in social affairs, committee work, etc.  
a. yes, b. in between, c. no.
98. In carrying out a task, I am not satisfied unless even the minor details are given close attention.  
a. true, b. in between, c. false.
99. Quite small setbacks occasionally irritate me too much.  
a. yes, b. in between, c. no.
100. I am always a sound sleeper, never waking or talking in my sleep.  
a. yes, b. in between, c. no.

(End, column 4 on answer sheet.)

101. It would be more interesting to work in a business:  
a. talking to customers,  
b. in between,  
c. keeping office accounts and records.
102. "Size" is to "length" as "dishonest" is to:  
a. prison, b. sin, c. stealing.
103. AB is to dc as SR is to:  
a. qp, b. pq, c. tu.
104. When people are unreasonable, I just:  
a. keep quiet,  
b. uncertain,  
c. despise them.
105. If people talk loudly while I am listening to music, I:  
a. can keep my mind on the music and not be bothered,  
b. in between,  
c. find it spoils my enjoyment and annoys me.
106. I think I am better described as:  
a. polite and quiet,  
b. in between,  
c. forceful.
107. I attend social functions only when I have to, and stay away any other time.  
a. yes, b. uncertain, c. no.
108. To be cautious and expect little is better than to be happy at heart, always expecting success.  
a. true, b. uncertain, c. false.
109. In thinking of difficulties in my work, I:  
a. try to plan ahead, before I meet them,  
b. in between,  
c. assume I can handle them when they come.
- I find it easy to mingle among people at a social gathering.  
a. true, b. uncertain, c. false.
- When a bit of diplomacy and persuasion are needed to get people moving, I am generally the one asked to do it.  
a. yes, b. in between, c. no.
112. It would be more interesting to be:  
a. a guidance worker helping young people find jobs,  
b. uncertain,  
c. a manager in efficiency engineering.
113. If I am quite sure that a person is unjust or behaving selfishly, I show him up, even if it takes some trouble.  
a. yes, b. in between, c. no.
114. I sometimes make foolish remarks in fun, just to surprise people and see what they will say.  
a. yes, b. in between, c. no.
115. I would enjoy being a newspaper writer on drama, concerts, opera, etc.  
a. yes, b. uncertain, c. no.
116. I never feel the urge to doodle and fidget when kept sitting still at a meeting.  
a. true, b. uncertain, c. false.
117. If someone tells me something which I know is wrong, I am more likely to say to myself:  
a. "He is a liar,"  
b. in between,  
c. "Apparently he is misinformed."
118. I feel some punishment is coming to me even when I have done nothing wrong.  
a. often, b. occasionally, c. never.
119. The idea that sickness comes as much from mental as physical causes is much exaggerated.  
a. yes, b. in between, c. no.
120. The pomp and splendor of any big state ceremony are things which should be preserved.  
a. yes, b. in between, c. no.
121. It bothers me if people think I am being too unconventional or odd.  
a. a lot, b. somewhat, c. not at all.
122. In constructing something I would rather work:  
a. with a committee,  
b. uncertain,  
c. on my own.
123. I have periods when it's hard to stop a mood of self-pity.  
a. often, b. occasionally, c. never.
124. Often I get angry with people too quickly.  
a. yes, b. in between, c. no.
125. I can always change old habits without difficulty and without slipping back.  
a. yes, b. in between, c. no.

(End, column 5 on answer sheet.)

126. If the earnings were the same, I would rather be:  
a. a lawyer,  
b. uncertain,  
c. a navigator or pilot.
127. "Better" is to "worst" as "slower" is to:  
a. fast, b. best, c. quickest.
128. Which of the following should come next at the end of this row of letters: xooooxxooxxxx?  
a. oxxx, b. oxxx, c. xooo.
129. When the time comes for something I have planned and looked forward to, I occasionally do not feel up to going.  
a. true, b. in between, c. false.
130. I can work carefully on most things without being bothered by people making a lot of noise around me.  
a. yes, b. in between, c. no.
131. I occasionally tell strangers things that seem to me important, regardless of whether they ask about them.  
a. yes, b. in between, c. no.
132. I spend much of my spare time talking with friends about social events enjoyed in the past.  
a. yes, b. in between, c. no.
133. I enjoy doing "daring," foolhardy things "just for fun."  
a. yes, b. in between, c. no.
134. I find the sight of an untidy room very annoying.  
a. yes, b. in between, c. no.
135. I consider myself a very sociable, outgoing person.  
a. yes, b. in between, c. no.
136. In social contacts I:  
a. show my emotions as I wish,  
b. in between,  
c. keep my emotions to myself.
137. I enjoy music that is:  
a. light, dry, and brisk,  
b. in between,  
c. emotional and sentimental.
138. I admire the beauty of a poem more than that of a well-made gun.  
a. yes, b. uncertain, c. no.
139. If a good remark of mine is passed by, I:  
a. let it go,  
b. in between,  
c. give people a chance to hear it again.
140. I would like to work as a probation officer with criminals on parole.  
a. yes, b. in between, c. no.
141. One should be careful about mixing with all kinds of strangers, since there are dangers of infection and so on.  
a. yes, b. uncertain, c. no.
142. In traveling abroad, I would rather go on an expertly conducted tour than plan by myself the places I wish to visit.  
a. yes, b. uncertain, c. no.
143. I am properly regarded as only a plodding, half-successful person.  
a. yes, b. uncertain, c. no.
144. If people take advantage of my friendliness, I do not resent it and I soon forget.  
a. true, b. uncertain, c. false.
145. If a heated argument developed between other members taking part in a group discussion, I would:  
a. like to see a "winner,"  
b. in between,  
c. wish that it would be smoothed over.
146. I like to do my planning alone, without interruptions and suggestions from others.  
a. yes, b. in between, c. no.
147. I sometimes let my actions get swayed by feelings of jealousy.  
a. yes, b. in between, c. no.
148. I believe firmly "the boss may not always be right, but he always has the right to be bossy."  
a. yes, b. uncertain, c. no.
149. I get tense as I think of all the things ahead of me.  
a. yes, b. sometimes, c. no.
150. If people shout suggestions when I'm playing a game, it doesn't upset me.  
a. true, b. uncertain, c. false.

(End, column 6 on answer sheet.)

- It would be more interesting to be:  
 a. an artist,  
 b. uncertain,  
 c. a secretary running a club.
152. Which of the following words does not properly belong with the others?  
 a. any, b. some, c. most.
153. "Flame" is to "heat" as "rose" is to:  
 a. thorn, b. red petals, c. scent.
154. I have vivid dreams, disturbing my sleep.  
 a. often,  
 b. occasionally,  
 c. practically never.
155. If the odds are really against something's being a success, I still believe in taking the risk.  
 a. yes, b. in between, c. no.
156. I like it when I know so well what the group has to do that I naturally become the one in command.  
 a. yes, b. in between, c. no.
157. I would rather dress with quiet correctness than with eye-catching personal style.  
 a. true, b. uncertain, c. false.
158. An evening with a quiet hobby appeals to me more than a lively party.  
 a. true, b. uncertain, c. false.
159. I close my mind to well-meant suggestions of others, even though I know I shouldn't.  
 a. occasionally, b. hardly ever, c. never.
160. I always make it a point, in deciding anything, to refer to basic rules of right and wrong.  
 a. yes, b. in between, c. no.
161. I somewhat dislike having a group watch me at work.  
 a. yes, b. in between, c. no.
- Because it is not always possible to get things done by gradual, reasonable methods, it is sometimes necessary to use force.  
 a. true, b. in between, c. false.
- In school I preferred (or prefer):  
 a. English,  
 b. uncertain,  
 c. mathematics or arithmetic.
164. I have sometimes been troubled by people's saying bad things about me behind my back, with no grounds at all.  
 a. yes, b. uncertain, c. no.
165. Talk with ordinary, habit-bound, conventional people:  
 a. is often quite interesting and has a lot to it,  
 b. in between,  
 c. annoys me because it deals with trifles and lacks depth.
166. Some things make me so angry that I find it best not to speak.  
 a. yes, b. in between, c. no.
167. In education, it is more important to:  
 a. give the child enough affection,  
 b. in between,  
 c. have the child learn desirable habits and attitudes.
168. People regard me as a solid, undisturbed person, unmoved by ups and downs in circumstances.  
 a. yes, b. in between, c. no.
169. I think society should let reason lead it to new customs and throw aside old habits or mere traditions.  
 a. yes, b. in between, c. no.
170. I think it is more important in the modern world to solve:  
 a. the question of moral purpose,  
 b. uncertain,  
 c. the political difficulties.
171. I learn better by:  
 a. reading a well-written book,  
 b. in between,  
 c. joining a group discussion.
172. I like to go my own way instead of acting on approved rules.  
 a. true, b. uncertain, c. false.
173. I like to wait till I am sure that what I am saying is correct, before I put forth an argument.  
 a. always,  
 b. generally,  
 c. only if it's practicable.
174. Small things sometimes "get on my nerves" unbearably, though I realize they are trivial.  
 a. yes, b. in between, c. no.
175. I don't often say things on the spur of the moment that I greatly regret.  
 a. true, b. uncertain, c. false.

(End, column 7 on answer sheet.)

176. If asked to work with a charity drive, I would  
a. accept,  
b. uncertain,  
c. politely say I'm too busy.
177. Which of the following words does not belong with the others?  
a. wide, b. zigzag, c. straight.
178. "Soon" is to "never" as "near" is to:  
a. nowhere, b. far, c. away.
179. If I make an awkward social mistake, I can soon forget it.  
a. yes, b. in between, c. no.
180. I am known as an "idea man" who almost always puts forward some ideas on a problem.  
a. yes, b. in between, c. no.
181. I think I am better at showing:  
a. nerve in meeting challenges,  
b. uncertain,  
c. tolerance of other people's wishes.
182. I am considered a very enthusiastic person.  
a. yes, b. in between, c. no.
183. I like a job that offers change, variety, and travel, even if it involves some danger.  
a. yes, b. in between, c. no.
184. I am a fairly strict person, insisting on always doing things as correctly as possible.  
a. true, b. in between, c. false.
185. I enjoy work that requires conscientious, exacting skills.  
a. yes, b. in between, c. no.
186. I'm the energetic type who keeps busy.  
a. yes, b. uncertain, c. no.
187. I am sure there are no questions that I have skipped or failed to answer properly.  
a. yes, b. uncertain, c. no.

(End of test.)